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ABSTRACT

The major purpose of this study was to evaluate the past achievements and current status of the Oklahoma Training for Child Care Careers (OTCCC) project in relation to the overall goals of providing child care training which is both accessible to and suitable for Oklahoma caregivers. Resources for the study were provided by a Title XX contract and the Cooperative Extension Service, but the project also depended heavily on the volunteer time of over 250 state day care and child development workers. Results of the overall assessment of the accessibility of training indicate that since 1977 training has been delivered to over 1,500 persons in 156 locations in Oklahoma. Data further indicate that 50 percent of the trainers have completed two or more courses, and in the 3 years training has been offered, 139 persons have completed the specific requirements to achieve Level I of the Child Care Career Advancement Ladder. In regard to the suitability of the training, caregivers indicated that the training has helped them in developing classroom management skills, positive attitudes toward the children and their job, self-confidence as caregivers, and skills in dealing with their own children. Directors and licensing workers indicated that they had observed changes in room arrangement, more homemade games and interest centers, and caregivers' increased positive guidance and individual attention. It was concluded that the OTCCC training has had a positive effect on the personal and professional lives of caregivers involved in the program. Supplemental materials related to the OTCCC program and a form of the interview questionnaire are appended. (Author/MP)

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AN EVALUATION OF THE OKLAHOMA TRAINING FOR CHILD CARE CAREERS PROJECT

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AN EVALUATION OF THE OKLAHOMA
TRAINING FOR CHILD CARE
CAREERS PROJECT

Thesis Approved:

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

The need for child care services outside the family is now in the forefront of consciousness in the United States (Fein and Clarke-Stewart, 1973). The growth of day care has been attributed to three main factors: (1) more women entering the work force; (2) an increasing emphasis on and interest in a child's development during the formative years of his life; and (3) the passage of federal legislation (Head Start, Title I, and Title IV) during the 1960's (Harrold, 1976). In 1938 approximately 300,000 children were in licensed programs while in 1945 there were almost a million. At the present time approximately 640,000 children are using licensed day-care facilities, but estimates of the number currently needing care have ranged from 2 to 4.5 million (Fein and Clarke-Stewart, 1973). According to the Oklahoma Department of Human Services, 50,000 young children are cared for daily in 2,000 licensed day care facilities in Oklahoma (Collins, 1980). An appropriate aim for day care in the past may have been to ensure the survival of children through "custodial care." Today, however, the aim of day care must be much more than that. It must offer opportunities for the development of competence, both for children and their

caregivers (Fein and Clarke-Stewart, 1973).

An important aspect in the development of day care services is providing well-trained child care workers (Berry, 1971). Professional observers feel the most crucial element in quality child care is the person and the skill of the caregivers. Child care in the United States is sorely in need of higher status. Attractive personnel policies and salaries and less tangible factors such as the respect and admiration of the community might encourage experienced and talented people to enter and remain in the child care field (Fein and Clarke-Stewart, 1973). Because the field of child care is relatively new, caregivers have few avenues to gain understandings and resources for their vital role. Available training is often fragmentary or inaccessible to the fully-employed worker (Stratton, 1978). In 1977, the Oklahoma Department of Human Development estimated that 90 percent of the caregivers in Oklahoma had received no child-related training for their work. The seriousness of this lack of training for a job which deeply affects the growth and development of Oklahoma's children was highlighted by the findings of the three-year National Day Care Study which found that higher quality care is associated with two low-cost ingredients--smaller groups of children and caregivers having child-specific education/training (Abt Associates, 1979).

Whatever training is provided for the caregiver, evaluation should be an integral part of that training. Training

evaluations are usually conducted for the purpose of making decisions about two major areas: (1) improvements to be made in the training program itself; or (2) action to be taken regarding the future of the program (Civil Service Commission, n.d.). Data should be gathered to establish goals and objectives, to make decisions about content and procedures, and to assess the degree to which goals and objectives are achieved in the program (Edelfelt, 1977).

An innovative program for child care training in Oklahoma, called "The Oklahoma Plan for Child Care Training," was developed from the concerns expressed by the child care community. The organizaiton is an independent, voluntary group of representatives for child care and child development organizations, educational and government agencies concerned with children. The impetus for the work began in 1973 from the directors of child care facilities in Oklahoma. After three years of discussion and exploration, a long-range plan for developing a model system of statewide ongoing child care training was implemented in 1976.

The Oklahoma Plan for Child Care Training addresses three areas of training need:

1. A basic curriculum of knowledge about child caregiving.
2. Suitable and accessible means of training delivery.
3. Ways to give professional and public recognition to paraprofessionals in child care training.

Implementation of the Oklahoma Plan is projected in three phases:

Phase One. Development of Training and Recognition System

Phase Two. Testing of Systems

Phase Three. Implementation of Systems throughout the State.

In 1978, the permanent name, Oklahoma Training for Child Care Careers (OTCCC) was adopted.

Resources for the work, from 1976 to 1980, have come from a Title XX contract with the Oklahoma Department of Human Services, from the Cooperative Extension Service, Oklahoma State University, and from volunteer, professional time donated by the members of OTCCC. Many additional services have been donated by day care directors and caregivers themselves in helping to plan courses and pilot test materials before final printing and distribution.

During the past four years, OTCCC has developed and designed a four-level paraprofessional Child Care Career Advancement Ladder (Appendix A). The ladder has been developed to show (1) training courses recommended and (2) caregiving skills to be gained which help develop the competencies needed for credentialling by the National Child Development Associate (CDA) Consortium.

While the program has shown tremendous growth from the first conference in 1974 to a fully-developed program

providing training for approximately 1,500 caregivers in Oklahoma in 1980, one aspect of this training program which needs further development is the evaluation component. Although a formalized program of evaluation has not been developed, a wealth of data has been generated and recorded which can: (1) provide information on the effectiveness of the program thus far and (2) be analyzed to make recommendations for a full-scale evaluation program for Oklahoma Training for Child Care Careers.

Purposes of the Study

The purposes of this study were to:

1. Identify the types of evaluative information currently available from the Oklahoma Training for Child Care Careers project.
2. Summarize, analyze, and present currently available data in a form which can be coded and eventually transferred to a computerized system.
3. Identify missing information which needs to be collected in future evaluation efforts.
4. Summarize the results of the analysis of the data currently available to evaluate progress toward the major goals of the training and recommend procedures for further evaluative efforts.

Evaluation is meaningful only to the extent that it is linked to goals of the established project. One of the major goals of the OTCCC project is to provide in-service training which is both (a) ACCESSIBLE and (b) SUITABLE for caregivers in Oklahoma. This major goal was used to establish criteria which measured accessibility and suitability, and to analyze the current state of the evaluative data and make recommendations for further directions for the evaluation efforts of OTCCC.

CHAPTER II

REVIEW OF LITERATURE

The Adult Learner

The distinctive characteristics of the adult learner are several. He is free to avoid, engage in, or withdraw from an educational experience as he pleases. He regards the hours that he gives to learning as valuable and expects them to be used to some constructive purpose. If what he is taught seems neither relevant to his own experience nor of potential benefit, preferable, in the immediate future, he will almost certainly spurn it. The spacing of his learning is dicatated by his occupational and family commitments and as a general rule it will be part-time, irregular, and spread over many years (Kidd, 1973).

The theory that adults can't learn as well as children has been disproved by modern research. Adults can learn effectively at all ages (Randall, 1978). E. L. Thorndike showed that the age of a person is not a very significant factor in regard to learning; that all men and women can learn (Kidd, 1973). However, the way in which adults learn differs significantly from the way in which children learn (Randall, 1978).

It is important to keep in mind the following points about the adult learner:

1. Adults must want to learn.

   Adults will not learn something just because someome says they should. They must have a desire to learn a new skill or to acquire knowledge.

2. Adults will learn only when they feel a need to learn. They want to know how the training is going to help them--right now. Adults want to learn something from each training session. It's important that adults leave a learning situation with the feeling that they have gained something useful from it (Randall, 1978). If the adult is not gaining satisfaction on his own terms, he will tend to reject, to forget, to excuse himself. In a class, or learning group, there are three sources of relationships in which satisfaction may or may not show itself. First, there is the relationship between student and teacher; second, the relationship between student and other students; and, third, the relationship between the student and the subject matter of the course (Kidd, 1973).

3. Adults learn by doing.

   If one of the objectives of the course has to do with a skill like reading or discussing, or using a tool, the experience must provide both the

necessary content and the opportunity to practice that skill (Kidd, 1973). Research has shown that if adults immediately practice what they have learned and continue to use it, learning and retention are much higher. Adults must have the opportunity to use what they learn before they forget it or dismiss it from their memory.

4. Experience affects adult learning.

   Adults relate their learning to what they already know. If the new knowledge doesn't fit in with previous knowledge, they will probably reject or dismiss it. Thus, any new information or skill must be related to what the individuals already know (Randall, 1973). According to Kidd (1973), one of the reasons that adults continue to learn well, is that they concentrate their learning in the areas of experience in which their interests also lie. Thus their motivation is substantial and, as everyone knows, wanting to learn is the greatest aid to learning. In maturity, active learning is usually practiced in areas defined in terms of interest.

5. Adults learn best in an informal environment.

   If the environment is too much like a classroom, adults will not learn as well. Many adults have unpleasant memories of their schools days; others

feel they have finished school (Randall, 1978). Since there is often considerable stress put upon informality in the learning of adults, and the term "informal education" is sometimes used as a synonym for adult education, it has been assumed by some that the learning transaction is possible only where there is mastery of all the principles that must be brought into some harmonious arrangement. It requires planning and practice, even if it might appear artless (Kidd, 1973).

6. Adults respond to a variety of teaching methods. Adults, like children, learn better if an idea is presented in many ways: or in other words, when the information reaches them through more than one sensory channel.
7. Adults want guidance, not grades. Adults do want to know how they are doing; what progress they are making (Randall, 1978).

In-Service Education

One aspect of adult learning is in-service education. According to Edelfelt and Johnson (1975), in-service education can be defined within the following narrow but entirely workable construct:

> In-service education is that portion of professional development that should be publicly supported and includes a program of systematically

> designed activities planned to increase the competencies-knowledge, skills, and attitudes-needed by personnel in the performance of their assigned responsibilities (p. 47).

Edefelt and Johnson (1975) also note that in-service education must have at least three purposes: (a) to implement education-improvement activities directed toward specified student needs; (b) to improve the educator's own or expected goals of professional development, which may or may not lead to higher levels of certification; and (c) to meet goals of personal growth. In-service education for education improvement and professional development should increasingly be one and the same. Too often, in-service education has been an end in itself rather than the means through which well-defined education improvement activities are initiated in the schools.

All those who participate in in-service education are engaged in both learning and teaching. In-service education is not merely a matter of one group dispensing information to another; each participant has some special area of insight, talent, expertise, and perception (Edelfelt, 1977).

In-service education in day care is needed, but often inaccessible to the staff. Problems with in-service education were discussed at a conference entitled "Training for Child Care Vocations in Oklahoma," held on March 23, 1974, in Stillwater, Oklahoma. At the conference, the following

points were brought out about in-service training:

> In our center we have found in-service training very effective. I have been able to get people to come in and sit with the children at nap time and this is the time we have our in-service. The more who know about your program and are interested in it, the better chance you have for help. We find it helpful to involve all our community residents, and all of Tulsa, if necessary, to get these things done ("Where Are We Now?", 1974, p.2).

Another participant at the conference stated:

> Private proprietors cannot do this. Non-profit day care centers can use volunteers and Head Start can use parents. Our parents are working, often for minimum wage, and cannot ask for time off, and no one's going to come in and volunteer for you to make a profit ("Where Are We Now?", 1974, p.2).

A staff member from a proprietary center stated an alternative solution:

> We don't use volunteers. We have a skeleton staff watching the children who are asleep and we go into another room where we are available if a child awakes and needs help. There's something about going right from the session when you are enthused and saying, 'I'm going to try this today!' I happen to feel this is the ideal solution ("Where Are We Now?", 1974, p.3).

In-service training/education has been shown to have a positive effect on the child as well as the caregiver. Caregivers with education/training relevant to young children deliver better care with somewhat superior developmental effects for children (Abt Associates, 1979). Results also indicate:

> . . . in classes supervised by lead teachers with child-related education/training, lead teachers spend more time in social interaction with children; and children show more cooperation, and attend longer to tasks and activities, while at the same time there is a lower frequency of noninvolvement in tasks or activities (Abt Associates, 1979, p.4).

Qualitatively, these findings imply that smaller groups, especially those supervised by lead caregivers with preparation relevant to young children, are marked by activity and harmony. Larger groups, especially those supervised by caregivers without education or training specifically oriented toward young children, present a contrasting picture. Caregivers fall into a passive posture, monitoring active intervention (Abt Associates, 1979).

Evaluation

Evaluation is a planned process which provides specific reliable information about a selected topic, problem or question for purposes of determining value and/or making decisions (Civil Service Commission, n.d.). Evaluation is crucial to the design and implementation of any in-service program (Edelfelt and Johnson, 1975). Evaluation of the training program is beneficial to the trainee, the trainer, as well to the program's directors or staff. Competent evaluation is the cornerstone of meeting both organizational and individual educational needs, and of improving the cost effectiveness of the training function. Evaluation can be directed at two general components of training effectiveness.

First, to what degree does in-class learning occur as a result of training? And second, to what degree does the learning translate into on-the-job behavior change (Bunker and Cohen, 1978)?

The purpose of evaluation should determine the design of the strategy (Thompson, 1978). An evaluation strategy provides an orderly approach to compare "what is" with "what is wanted" (Thompson, 1978). Bunker and Cohen (1978) state that questions frequently answered through evaluation include:

> -Which training method is most appropriate for the material and the target population?
>
> -Was the course material learned? Did the training result in the desired immediate demonstration of behavior change?
>
> -What changes could be made to improve the training program?
>
> -Are there particular types of trainees for whom the training is more or less effective? (pp. 4-7).

Evaluation should be continuous throughout the training program in order to judge the trainees' progress and the teacher's effectiveness. The key for the trainer is knowing why he or she wants to evaluate and then to evaluate in such a manner so as to meet stated objectives (Thompson, 1978). Several means of evaluating include tests, anecodotal records, self-evaluation, employer evaluation, and parent evaluation (parents of the children with whom trainees worked) (Berry, 1971). Another factor which needs continuous

evaluation is the learner's concept of his own competency and progress. As he is aware of progress in specific skills identified through continuous evaluation with the teacher, he can gain a feeling of increasing of adequancy which in turn will promote greater growth (Wilhelms, 1967).

Thompson (1978) states that the trainee's needs are among the most basic in training programs. Commitment by trainees to evaluation is an important initial concern plus an important maintenance concern for the trainer. This problem is best dealt with through modification of evaluation procedures if the initial procedures prove to have a negative influence (Thompson, 1978).

The trainer in a training program also has an important role in the program. Trainers must continually ask themselves whether the objectives being pursued are the correct ones from the trainee's point of view and from the decision-makers' viewpoint (Thompson, 1978). Evaluation results are important to the trainer also. As a user of evaluation results, Thompson (1978) states:

> . . . the trainer has three specific needs: (1) a need to know how he or she is doing; (2) a need to use the results of his or her effors for decisions about the next phase in the training program; and (3) a need to know if the training program can be generalized with other subsystems inside and outside the organization (p. 90).

Types of Evaluation

Evaluation of a training program should be of several kinds. Most evaluations of training programs fall into two broad types: "impact" analysis, used to assess the program's overall impact or participant outcomes; and "process" analysis, focusing on the internal elements of the program. Impact evaluation asks whether the program is a "success" or "failure" overall, and is typically quantitative in approach. Process analysis, in contrast, asks how the program works with emphasis on identifying ways of improving program operations and design, and is typically qualitative in approach (Hollister, Kemper, and Wolldridge, 1979).

Qualitative and quantitative methods are more than just differences between research strategies and data collection procedures. These approaches represent fundamentally different epistemological frameworks for conceptualizing the nature of knowing, social reality, and procedures for comprehending these phenomena. Program evaluation can by strengthened when both approaches are integrated into an evaluation design (Filstead, 1979).

Patton (1980) offers a checklist of situations in evaluation research when qualitative methods may be called for. Among the situations are included the following:

> A need for information about what program staff do, what services are provided to clients, and what clients experience,

> An interest in the internal dynamics of programs in program processes,
>
> An interest in the variations among clients and program,
>
> A need for information about types of client cases, including successes and failures, and
>
> An interest in the collection of detailed, descriptive information about the program for the purpose of improving the program (p. 88).

Patton suggests that whenever one or more of these conditions hold (as in the OTCCC evaluation), some qualitative data collection is probably appropriate.

The ethnographic approach to data collection and interpretation is well-suited to certain aspects of the objectives of this study. Ethnographic descriptions of natural environments and ground-level reporting of what people say and do, rather than what they say they do have added a new empiricism to evaluation research (Ianni and Orr, 1979). Ethnographic research calls for the collection of a great deal of information about a few people. In addition to observing members of a cultural system, ethnographic researchers ordinarily subject selected members to intensive interviews. To a large extent, the interview protocol should reflect the viewpoint of the respondent rather than the researcher.

CHAPTER III

METHODS AND PROCEDURES

Since the nature of this project involves the organization and analysis of a great deal of existing data in various forms, the first step was to determine the extent to which information was available to evaluate the major goals of the OTCCC project, i.e., to provide training which is both accessible and suitable for caregivers. The sheer quantity of data generated by this project makes the establishment of a computerized evaluation system imperative, but the data are not yet in a form which can be transferred to coding sheets for a computer. Therefore, the first step was to determine, with the help of the OTCCC staff, which criteria they considered to be indicative of whether the training was (1) accessible to caregivers and (2) suitable for the client.

Defining Status of Current Data

Several conferences were held with the OTCCC staff in which they determined criteria which they considered to be indicative of whether they had achieved their major goals. For example, the staff indicated that one criteron related to accessibility of the training was the various formats

which have been used to deliver training. After identifying such criteria to the extent possible, the next step was to determine the current status of the data in regard to these criteria. For example, the criteria related to "Program Delivery: Format of Delivery," required information regarding the number of sessions for each course and the number of hours for each session, but the current data available was listed only as "Date:_____" and "Hours:_____." In some cases, data were available in several ways or from several sources and could be reorganized in a suitable form for presentation and evaluation. In still other cases, data were available in subjective, qualitative form which could be content analyzed to yield categories for analysis in order to quantify the data.

Identifying and Developing a Plan for Collection of Additional Data

During the aforementioned conferences with the staff, necessary data which were not available in any form became apparent. A plan for collecting these data was devised. It became apparent to the OTCCC staff and researcher that caregivers receiving training, and employers of both trained and untrained caregivers would have perspectives related to the project which are not known by the OTCCC staff. OTCCC training may be affecting the lives of those involved, and subsequently, the lives of children in ways which would not be apparent from ordinary evaluation efforts. For

example, although not major goals of the project, training may be enhancing self-esteem, social development or career acquisition of the trainees. It was determined that a number of interviews with trainers, trainees, and day care licensing service workers should be conducted in order to identify any relevant information which should be included in a comprehensive evaluation of the project.

It was not a goal of this project to conduct sophisticated statistical analysis of data, rather to determine what information was available, what data needed to become available in order to adequately evaluate the efforts of training, and to present these data in a form which could be utilized to design a system for data collection, presentation, and analysis.

A subsequent project will be needed in order to transfer the data to the computer, train the OTCCC staff in data collection and preparation techniques for computerized analysis, and design a standard computer program for statistical analysis of the OTCCC data. In summary, the following steps were taken by the researcher in order to accomplish the two phases of the project:

1. The OTCCC staff was interviewed in order to determine the criteria which measured whether training was both (a) accessible and (b) suitable for caregivers in Oklahoma.
2. The investigator reviewed the current data/record

keeping system and determined where information related to the criteria was available. The information may have been demographic or process data about the project and it may have been qualitative or quantitative (e.g. test scores, attitude change scores).

3. The investigator determined which aspects of the data were in a form that could be coded for the computer and which aspects of the data were in open-ended form and had to be content analyzed in order to develop response categories for future data collection and coding for the computer.
4. A content analysis of all the subjective open-ended data was conducted and the investigator developed appropriate categories for analysis.
5. The OTCCC staff and investigator developed a set of open-ended questions related to the impact of OTCCC training on such aspects as trainees attitude toward their job, physical changes within the center, and changes in the personal lives of the trainees. The investigator conducted telephone interviews with a representative sample of people involved in OTCCC training, e.g. caregivers, directors, day care licensing service workers.

Data gathered through the aforementioned process is summarized in Chapter IV. In addition to providing an

evaluation and assessment of past achievements and current status of the OTCCC training, recommendations are made for the development of further evaluation efforts.

CHAPTER IV

RESULTS

Results of the evaluation study are reported according to the major goals of the OTCCC project. Those goals are to provide in-service training which is both (a) ACCESSIBLE and (b) SUITABLE for caregivers in Oklahoma.

Accessibility of Training

Interviews with the OTCCC staff have indicated that the criteria which they consider to be related to their goal of providing ACCESSIBLE training can be organized into three main categories: (a) Program Delivery; (b) Profiles of Trainers; and (c) Profiles of Trainees. The data related to each of these categories is located on the current forms used by the OTCCC staff and is described below, along with a description and an example of the form in which it is currently available. Under each category the criteria which the OTCCC staff considers indicative of whether the training is accessilbe to caregivers will be listed. The criteria will be discussed one at a time including the current form in which data is found (all current forms are located in Appendix B) and suggested code categories based on the available data from February 1977 - December 1980.

content analysis of the available data generated from February, 1977 to December, 1980.

Program Delivery

Criterion 1. Hours and Days of Training. (Located on Course Resume Sheet [Form F-1] under "Course Organization: Dates:_____ Hours:_____") Examination of data sheets indicated that categories can be developed to indicate which hours of the day have been used for training and which days of the week training has been offered. Furthermore, inconsistencies were found in the reporting of this criterion, resulting in either missing or incomplete data.

Hours of Training. Table I presents the analysis of available information regarding the times of day which have been used for OTCCC training and the number and percentage of courses offered during each time frame. The most frequent times of day for training have been 12:30 - 2:30 in the afternoon and 7:00 - 9:00 in the evening. Other time slots used five times or more were: 9:00 a.m. - 11:00 a.m.; 12:00 p.m. - 2:00 p.m.; 1:00 p.m. - 3:00 p.m.; and "night". These categories overlap with those most frequently used. The most useful time slots for training have been from the noon hour through the afternoon nap period or in the evenings. If this data were recoded in the following recommended categories, the data could be standarized with no real

TABLE I

CURRENT DATA: TIMES OF DAY TRAINING WAS OFFERED, NUMBER AND PERCENTAGE OF COURSES OFFERED IN EACH TIME FRAME

TIMES OF DAY	N	%
12:30 p.m. - 2:30 p.m.	26	28.6
7:00 p.m. - 9:00 p.m.	14	15.4
1:00 p.m. - 3:00 p.m.	11	12.1
12:00 p.m. - 2:00 p.m.	6	6.5
9:00 a.m. -11:00 a.m.	5	5.5
Night	5	5.5
8:00 a.m. -12:00 p.m.	3	3.3
7:30 p.m. - 9:30 p.m.	3	3.3
P.M.	2	2.2
8:30 a.m. -12:00 p.m.	1	1.1
9:00 a.m. -10:00 a.m.	1	1.1
9:00 a.m. -12:00 p.m.	1	1.1
12:30 p.m. - 3:00 p.m.	1	1.1
12:45 p.m. - 1:45 p.m.	1	1.1
1:30 p.m. - 3:30 p.m.	1	1.1
2:00 p.m. - 4:00 p.m.	1	1.1
5:30 p.m. - 7:30 p.m.	1	1.1
6:00 p.m. - 8:30 p.m.	1	1.1
6:30 p.m. - 8:30 p.m.	1	1.1
7:00 p.m. - 9:15 p.m.	1	1.1
7:00 p.m. - 9:30 p.m.	1	1.1
All day	1	1.1
Day	1	1.1
Evening	1	1.1
Weekends	1	1.1
TOTAL	91	100.0

loss of information to the OTCCC staff. Table II presents the analysis of the recommended categories for recording times of day training has been offered and summary of the current data. Accordingly, Table III presents a comparison of the current form of the data and the suggested code categories based on the content analysis.

Days of Training. Analysis of available information indicated that training has been held on one or more of the following days of the week as shown in Table IV. The most frequent day of the week for training has been Tuesday, with 32.7% of the courses on that day. Days of the week training was offered 100 times or more were Wednesday with 115 courses and Thursday, with 107 courses. Table V presents a comparison of the current form of the data and suggested code categories based on the content analysis.

Criterion 2. Format of Delivery. (Located on Course Resume Sheet [Form F-1] under "Course Organization: Dates: _____ Hours:_____" and also on Class Participation Record [Form F-13] under "Attendance:" /1/2/3/4/5) Examination of data sheets indicated that categories can be developed to indicate the number of sessions for each course and the number of hours of each session. Inconsistencies were found in the reporting of this criterion, resulting in either missing or incomplete data. For example, analysis of the Class Participation Record (Form F-13) under "Attendance" indicated that five sessions were held for an Orientation to Child

TABLE II

RECOMMENDED CATEGORIES FOR RECORDING TIMES OF DAY TRAINING OFFERED AND SUMMARY OF CURRENT DATA

TIMES OF DAY	N	%
Noon through early afternoon (nap)	46	50.5
Evening	28	30.8
Morning	11	12.1
Late afternoon	1	1.1
Other	5	5.5
TOTAL	91	100.0

TABLE III

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR TIMES OF DAY TRAINING OFFERED

CURRENT FORM	SUGGESTED CODE CATEGORIES
COURSE ORGANIZATION:	TIME OF DAY COURSE OFFERED:
DATES: _____ HOURS: _____	_____ 1. Morning _____ 2. Noon through Early Afternoon (nap) _____ 3. Late Afternoon _____ 4. Evening _____ 5. Other (Specify) ____ _____

TABLE IV

CURRENT DATA: DAYS OF WEEK TRAINING HELD, NUMBER AND PERCENTAGE OF COURSES

DAYS OF WEEK	N	%
Tuesday	210	32.7
Wednesday	115	17.9
Thursday	107	16.6
Monday	95	14.8
Friday	69	10.7
Saturday	29	4.5
Sunday	18	100.0
TOTAL	100.0	2.8

TABLE V

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR DAYS OF WEEK TRAINING OFFERED

CURRENT FORM	SUGGEST CODE CATEGORIES
COURSE ORGANIZATION: Dates:_____ Hours: _____	DAY OR DAYS OF WEEK COURSE OFFERED: _____ 1. Monday _____ 2. Tuesday _____ 3. Wednesday _____ 4. Thursday _____ 5. Friday _____ 6. Saturday _____ 7. Sunday

Care course but on the Course Resume Sheet (Form F-1) under "Course Organization: Dates:_____," only two dates were indicated for the course. Analysis of available information indicated that the following number of sessions have been held for OTCCC training shown in Table VI. The following number of hours per session are indicated in Table VII.

The most frequent number of sessions for each course have been five and the most frequent number of hours per session has been two. The staff of OTCCC has requested that training for each course be 10 hours or more. Analysis indicates that the majority of the training for OTCCC occurs in two hour session (70.7%) for five sessions (69.2%). Table VIII and Table IX present a comparison of the current form of data and the suggested code categories based on the content analysis of this criterion.

Criterion 3. Location of Training Site. (Located on Course Resume Sheet [Form F-1] under "Training Site:_____") Examination of data sheets indicated that categories can be developed to indicate the city and county where OTCCC training has taken place. Inconsistencies were found in the reporting of this criterion, resulting in either missing or incomplete data. For example, analysis of the Course Resume Sheet (Form F-1) under "Training Site" indicated "no response," and the Class Participation Record (Form F-13) under "Address" gave the location of the training site. Table X presents the analysis of available information regarding the

TABLE VI

CURRENT DATA: NUMBER OF TRAINING SESSIONS HELD, NUMBER AND PERCENTAGE OF COURSES

NUMBER OF SESSIONS	N	%
5	101	69.2
2	18	12.3
3	8	5.5
4	8	5.5
6	6	4.1
1	5	3.4
TOTAL	146	100.0

TABLE VII
CURRENT DATA: NUMBER OF HOURS OF EACH SESSION HELD, NUMBER AND PERCENTAGE OF COURSES

HOURS OF EACH SESSION	N	%
2 hours	70	70.7
10	7	7.1
night	5	5.2
4 hours	3	3.0
1 hour	2	2.0
2½ hours	2	2.0
p. m.	2	2.0
2¼ hours	1	1.0
3 hours	1	1.0
3½ hours	1	1.0
weekends	1	1.0
all day	1	1.0
day	1	1.0
evening	1	1.0
12	1	1.0
TOTAL	99	100.0

TABLE VIII

COMPARISON OF CURRENT OTCCC FORM AND
SUGGESTED CODE CATEGORIES FOR
NUMBER OF SESSIONS
PER COURSE

CURRENT FORM	SUGGESTED CODE CATEGORIES
COURSE ORGANIZATION:	NUMBER OF SESSIONS HELD FOR THIS COURSE
Dates: _____ Hours: _____	_____ 1
	_____ 2
	_____ 3
	_____ 4
	_____ 5
	_____ Other (Specify) _____

TABLE IX

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR NUMBER OF HOURS PER SESSION

CURRENT FORM	SUGGESTED CODE CATEGORIES
COURSE ORGANIZATION:	NUMBER OF HOURS PER SESSION
Dates: _____ Hours: ____	_____ 1 hour
	_____ 2 hours
	_____ More than 2 but less than 4
	_____ 4 hours or more

towns/cities which have held OTCCC training. The most frequent cities to hold OTCCC training has been Oklahoma City (41) and Tulsa (27). Other cities which have held training five or more times were: Norman (7); Madill (6); Durant (6); and Enid (5). Table XI presents the analysis of available data sheets regarding the counties where training has taken place. The most frequent counties to hold OTCCC training has been Oklahoma (47) and Tulsa (29). Other counties which have had five or more training courses has been Cleveland (9), Marshall (6), Bryan (6), Washington (5), McCurtain (5), Caddo (5), and Garfield (5).

Information regarding OTCCC courses trained in the four Oklahoma Cooperative Extension Service Districts (Appendix C) was also analyzed. The analysis of available information indicated training had taken place in the following Oklahoma Cooperative Extension Service Districts as shown in Table XII. The Southwest and Northeast districts have had the most frequent number of courses trained. These two districts also contain the two largest counties (Oklahoma City and Tulsa, respectively) that have had training.

Recommendations for compiling this data are that a system be developed to code the counties and districts where training is offered. The data can be recorded by local program, but coding counties and districts would provide rapid access to summary data about which areas of the state are receiving training. Accordingly, Table XII presents

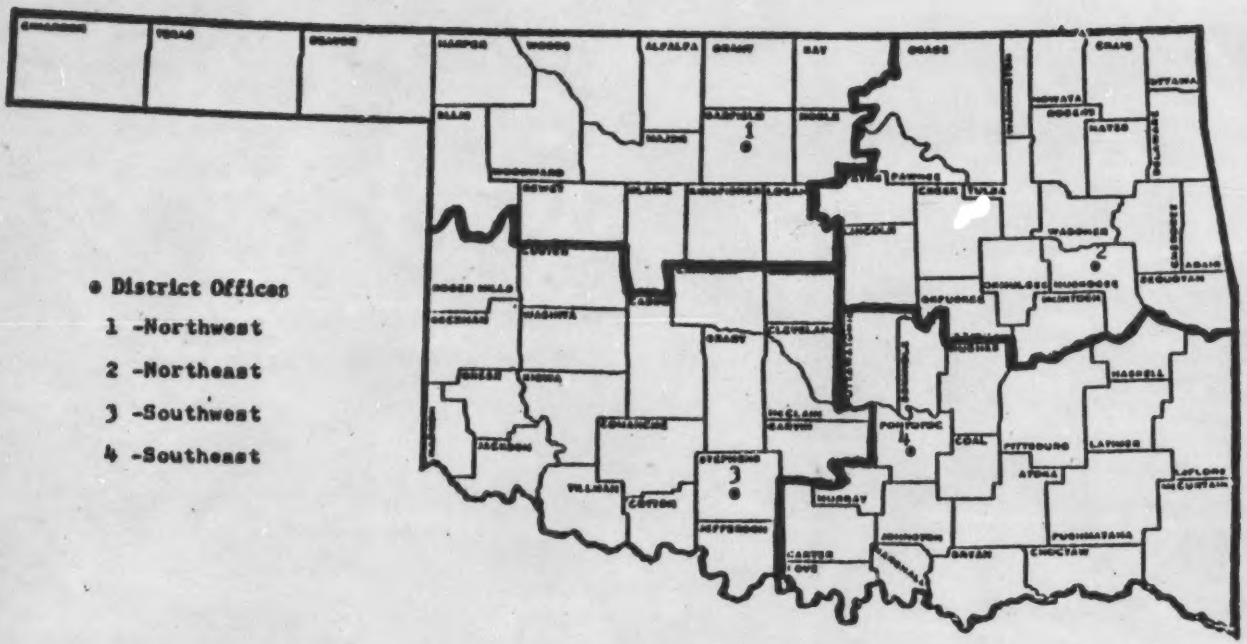

Figure 1. Oklahoma Cooperative Extension Service Districts

TABLE X

CURRENT DATA: TOWN/CITY WHERE TRAINING HELD, NUMBER AND PERCENTAGE OF COURSES

TOWN/CITY	N	%
Oklahoma City	41	26.3
Tulsa	27	17.4
Norman	7	4.6
Madill	6	3.9
Durant	6	3.9
Enid	5	3.2
Elk City	4	2.6
Bartlesville	4	2.6
Hugo	4	2.6
Ponca City	4	2.6
Guymon	3	1.9
Anadarko	3	1.9
Ada	3	1.9
Idabel	3	1.9
Edmond	3	1.9
Tahlequah	2	1.3
Woodward	2	1.3
Moore	2	1.3
Chickasha	2	1.3
Shawnee	2	1.3
Stillwater	2	1.3
Weatherford	2	1.3
McAlester	2	1.3
Muskogee	2	1.3
Broken Bow	2	1.3
Skiatook	1	.6
Newcastle	1	.6
Clinton	1	.6
Bristow	1	.6
Owasso	1	.6
Crescent	1	.6
Choctaw	1	.6
Purcell	1	.6
Bethany	1	.6
Dewey	1	.6
Sand Springs	1	.6
El Reno	1	.6
Del City	1	.6
TOTAL	156	100.0

TABLE XI

LOCATION, NUMBER AND PERCENTAGE
OF COURSES CONDUCTED BY OTCCC

COUNTY AND CITY		N	%
Oklahoma			
Oklahoma City		41	
Edmond		3	
Choctaw		1	
Bethany		1	
Del City		1	
	TOTAL	47	30.1
Tulsa			
Tulsa		27	
Owasso		1	
Sand Springs		1	
	TOTAL	29	18.6
Cleveland			
Norman		7	
Moore		2	
	TOTAL	9	5.7
Marshall			
Madill		6	
	TOTAL	6	3.9
Bryan			
Durant		6	
	TOTAL	6	3.9
Washington			
Bartlesville		4	
Dewey		1	
	TOTAL	5	3.2
McCurtain			
Idabel		3	
Broken Bow		2	
	TOTAL	5	3.2

TABLE XI (Continued)

COUNTY AND CITY		N	%
Caddo			
Andarko		3	
Chickasha		2	
	TOTAL	5	3.2
Garfield			
Enid		5	
	TOTAL	5	3.2
Beckman			
Elk City		4	
	TOTAL	4	2.6
Choctaw			
Hugo		4	
	TOTAL	4	2.6
Kay			
Ponca City		4	
	TOTAL	4	2.6
Custer			
Weatherford		2	
Clinton		1	
	TOTAL	3	1.9
Pontotoc			
Ada		3	
	TOTAL	3	1.9
Texas			
Guymon		3	
	TOTAL	3	1.9
Cherokee			
Tahlequah		2	
	TOTAL	2	1.3

TABLE XI (Continued)

COUNTY AND CITY		N	%
McClain			
Purcell		1	
Newcastle		1	
	TOTAL	2	1.3
Muskogee			
Muskogee		2	
	TOTAL	2	1.3
Payne			
Stillwater		2	
	TOTAL	2	1.3
Pittsburg			
McAlester		2	
	TOTAL	2	1.3
Pottawatomie			
Shawnee		2	
	TOTAL	2	1.3
Woodward			
Woodward		2	
	TOTAL	2	1.3
Canadian			
El Reno		1	
	TOTAL	1	.6
Creek			
Bristow		1	
	TOTAL	1	.6
Logan			
Crescent		1	
	TOTAL	1	.6

TABLE XI (Continued)

COUNTY AND CITY		N	%
Osage			
Skiatook		1	
	TOTAL	1	.6
TOTAL		156	100.0

TABLE XII

COOPERATIVE EXTENSION DISTRICTS AND COUNTIES WHERE OTCCC TRAINING HAS BEEN HELD, NUMBER AND FERCENTAGES OF COURSES

DISTRICT AND COUNTIES	N	%
Northwest		
Garfield	5	
Kay	4	
Texas	3	
Woodward	2	
Logan	1	
TOTAL	15	9.6
Northeast		
Tulsa	29	
Washington	5	
Muskogee	2	
Cherokee	2	
Payne	2	
Osage	1	
Creek	1	
TOTAL	42	26.9
Southwest		
Oklahoma	47	
Cleveland	9	
Caddo	5	
Beckman	4	
Custer	3	
McClain	2	
Canadian	1	
TOTAL	71	45.5
Southeast		
Bryan	6	
Marshall	6	
McCurtain	5	
Choctaw	4	
Pontotoc	3	
Pittsburg	2	
Pottawatomie	2	
TOTAL	28	18.0
TOTAL	156	100.0

TABLE XIII

COMPARISON OF CURRENT OTCCC FORM AND
SUGGESTED CODE CATEGORIES FOR
LOCATION OF TRAINING SITE

CURRENT FORM	SUGGESTED CODE CATEGORIES
TRAINING SITE:_____	_____ Location (City/ Town) _____ County (Develop codes 1-77. Record county code number) _____ District (Develop codes 1-4. Record District code number)

a comparison of the current form of the data and the suggested code categories based on the content analysis.

Criterion 4. Sponsors of Training Sessions. (Located on Course Resume Sheet [Form F-1] under "Course Organization: Dates:_____ Hours: _____") Examination of data sheets indicated that categories can be developed to indicate the category of sponsor or sponsors of each training course for OTCCC. Content analysis of the data available indicated that courses may have had more than one sponsoring organization, and that the following organizations have been used as sponsors as indicated in Table XIV. The most frequent sponsoring organization for OTCCC training has been the Department of Human Services which have sponsored 57 courses. Other organizations which have sponsored a course 10 or more times has been the OU-Center for Child and Family Development (16); Church Sponsored Child Care Centers (15); Oklahoma County Health Department (14); Privately owned centers (14); Cooperative Extension (11); and Vocational-Technical Schools (10). While there has been an impressive variety in individual OTCCC sponsors, the sponsors can be grouped into categories for recording and summarizing training data. If this data were recoded in the following recommended categories, the data could be standardized with no real loss of information to the OTCCC staff. Table XV presents an analysis of the sponsoring organizations in the recoded form. Table XVI presents a

TABLE XIV

CURRENT DATA: OTCCC SPONSORING ORGANIZATIONS AND NUMBER AND PERCENTAGE OF COURSES OFFERED

SPONSORING ORGANIZATION	COURSES OFFERED N	%
Department of Human Services-- Licensing Service	57	31.7
OU Center for Child and Family Development	16	8.9
Church Sponsored Child Care Center	15	8.3
Oklahoma County Health Department	14	7.8
Privately Owned Center	14	7.8
Cooperative Extension	11	6.1
Vocational-Technical Schools (Tulsa, Hugo, Oklahoma City, Kiamichi, Canadian Valley)	10	5.5
Community Sponsored Day Care Center	8	4.4
Bartlesville Day Care Directors' Association	5	2.8
Friends of Day Care, Tulsa	4	2.2
Sunbeam Family Services, Oklahoma City	4	2.2
Central Oklahoma Community Council	3	1.6
YWCA, Enid	3	1.6
Rainbow Fleet, Oklahoma City	2	1.1
Parents and Teachers of Young Children, Stillwater	2	1.1
Ruth Radar Day Care Center, Ada	2	1.1
Ava Maria House, Tulsa	2	1.1
Kay County Area Child Care Association	2	1.1
Guidance Center, Department of Health, Cherokee County	1	.6
Voluntary Community Welfare Organization	1	.6
Oklahoma City Community Council	1	.6
Middle Earth, Norman	1	.6
Salvation Army, Tulsa	1	.6
North Tulsa Child Care Association	1	.6
TOTAL	180	100.0

TABLE XV

RECOMMENDATIONS FOR RECODED CATEGORIES
FOR SPONSORING ORGANIZATIONS,
NUMBER AND PERCENTAGES
OF COURSES

SPONSORING ORGANIZATIONS	COURSES OFFERED	
	N	%
Department of Human Services	57	31.7
Voluntary Organization	25	13.9
University Extension	16	8.9
Department of Health	15	8.3
Church Sponsored Child Care Center	15	8.3
Privately Owned Center	14	7.8
Cooperative Extension	11	6.1
Vocational Technical School	10	5.6
Voluntary Day Care Center	9	5.0
Community Sponsored Child Care Center	8	4.4
Other	-	-
TOTAL	180	100.0

TABLE XVI

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR SPONSORS OF TRAINING SESSIONS

CURRENT FORM	SUGGESTED CODE CATEGORIES
COURSE ORGANIZATION Dates:_____ Hours:_____	SPONSOR OR SPONSORS OF TRAINING SESSION ___ 1. Department of Human Services ___ 2. Voluntary Organization ___ 3. University Extension ___ 4. Department of Health ___ 5. Church Sponsored Child Care Center ___ 6. Privately Owned Center ___ 7. Cooperative Extension ___ 8. Vocational-Technical School ___ 9. Voluntary Day Care Center ___10. Community Sponsored Child Care Center ___11. Other (Specify) ____ _____

comparison of the current form of the data regarding this criterion and the suggested code categories based on the content analysis.

Criterion 5. Centers Represented at Training Sessions. (Located by finding the names of participants of each course on the Class Participation Record [Form F-13] and checking each participants' personnel file located in the OTCCC office for their employment/center located on the Caregiver's Advancement Record [Form F-6] under "Employment") The OTCCC staff indicated that another criterion for "Program Delivery" was to determine from what centers trainees were coming to receive training. To obtain this information, the researchers had to locate the names of each participant in the "Caregiver's File" located in the OTCCC office. After locating the participant's advancement record, the place of employment was recorded. The actual training site was also obtained by looking at the Class Participation Record (Form F-13) under "Site."

At this point, the process is too laborious to retrieve all of the information regarding this criteria. Sixty courses were analyzed; however, and 305 centers were represented, with a mean of 5.1 centers per course. In the future, the OTCCC staff could develop a means of obtaining this information. Data related to number of centers served and approximate distance traveled could provide further evidence of accessibility of training.

Table XVII presents a comparison of the current form of the data regarding this criterion and suggested code categories based on the content analysis.

Profiles of Trainers

Criterion 1. Occupation of Trainers. (Located on Trainer Application form [F-4] under "Occupation" and on Trainer Information Card [Form F-14] under "Occupation") Examination of the data sheets indicated that categories can be developed to indicate the occupations of OTCCC trainers. While data indicate that training has been offered by 48 trainers, a pool of 87 designated trainers has been developed. Table XVIII presents the analysis of current available information regarding the occupation of designated trainers and the number and percentage of trainers for each occupation. The most frequent occupations of OTCCC designated trainers has been day care licensing service workers (N=25) and directors of day care centers or preschools (N=23). If this data were recoded in the following recommended categories, the data could be standardized with no real loss of information to the OTCCC staff. Table XIX presents the analysis of the recommended categories for recording trainers' occupations and summary of current data. A comparison of the current form of the data regarding this criterion and suggested code categories based on the content analysis is presented in Table XX .

TABLE XVII

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR CENTERS REPRESENTED AT TRAINING SESSIONS

CURRENT FORM	SUGGESTED CODE CATEGORIES
_____ SITE	_____ Facility where training took place
_____ ADDRESS	Did you receive training at your own center?
	_____yes
	_____no
	_____ If NO, how far in miles did you travel to receive training?

TABLE XVIII

CURRENT DATA: OTCCC DESIGNATED TRAINERS' OCCUPATION, NUMBER AND PERCENTAGE OF TRAINERS FOR EACH OCCUPATION

TRAINERS' OCCUPATION	N	%
Licensing Service Worker	25	28.7
Day Care Director	10	11.5
Child Care Director	5	5.7
"Professional Child Care" Teacher, Area Vocational-Technical School	4	4.5
Director, Child Development Center	4	4.5
Child Development Specialist	3	3.5
Preschool Teacher	3	3.5
College/University Instructor	3	3.5
Director, Preschool	2	2.2
Early Childhood Specialist	2	2.2
Staff Trainer	2	2.2
Caregiver/Day Care Worker	2	2.2
Director/Coordinator Day Care Services	2	2.2
Licensing Specialist	2	2.2
Home Coordinator with Infant Development Program	2	2.2
Education Specialist	1	1.2
Curriculum Specialist	1	1.2
Project Specialist, Center for Child and Family Development	1	1.2
Substitute Teacher	1	1.2
Supervise high school students	1	1.2
OTCCC secretary	1	1.2
Director of Education-Day Care and Head Start	1	1.2
Director, Day School	1	1.2
"Resource Person" (teacher)	1	1.2
DISRS	1	1.2
Coordinator, Rainbow Fleet	1	1.2
Kindergarten Teacher	1	1.2
Director of Children's Center, Vocational Technical School	1	1.2
Educational Coordinator	1	1.2
Parenting Specialist	1	1.2
Director, Children's Ministries	1	1.2
TOTAL	87	100.0

TABLE XIX

RECOMMENDED CATEGORIES FOR RECORDING OTCCC DESIGNATED TRAINERS' OCCUPATION AND SUMMARY OF CURRENT DATA

TRAINERS' OCCUPATION	N	%
Licensing Service Worker	25	28.7
Preschool/Day Care Director	23	26.4
Specialist (Child Development, Early Childhood, Licensing, Education, Curriculum, Parenting, etc.)	11	12.6
Coordinator (Day Care Services, Educational, Rainbow Fleet, Home, etc.)	6	6.9
High School/Vocational-Technical Teacher	5	5.8
Preschool/Kingergarten Teacher	4	4.6
College University Instructor	3	3.5
Caregiver/Day Care Worker	2	2.3
Substitute Teacher	1	1.2
Other (Staff trainer, OTCCC secretary, DISRS, Director Children's Ministries, Resource Person, Director of Education, etc.)	7	8.0
TOTAL	87	100.0

TABLE XX

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR TRAINERS' OCCUPATION

CURRENT FORM	SUGGESTED CODE CATEGORIES
OCCUPATION:	_____ 1. Licensing Service Worker _____ 2. Preschool/Day Care Director _____ 3. Specialist (Child Development, Early Childhood, Licensing, Education, Curriculum Planning, etc.) _____ 4. Coordinator (Day Care Services, Educational, Rainbow Fleet, Home, etc.) _____ 5. High School/Vocational-Technical Teacher _____ 6. Preschool/Kindergarten Teacher _____ 7. College/University Instructor _____ 8. Caregiver/Day Care Worker _____ 9. Substitute Teacher _____ 10. Other (Specify) _____

Criterion 2. Educational Level of Trainers. (Located on Trainer Application Form [Form F-4] under "Education" and on the Trainer Information card [Form F-14] under "Education") Examination of the data sheets indicated that categories can be developed to indicate the educational levels of OTCCC trainers. Table XXI presents an analysis of current available information regarding trainers education level. Four or more years of college training was indicated by 79.5% of the trainers. All trainers have had four years of high school or above. Table XXII presents a comparison of the current OTCCC form and the suggested code categories for the educational level of OTCCC trainers.

Criterion 3. Trainers' Related Types of Experience. (Located on Trainer Application form [Form F-5] under "Experience in Child Care" or on Trainer Information Card [Form F-14] under "Experience") Examination of data sheets indicated that field experience of the trainers' is currently recorded as response to an open-ended question. Enough data is available to create response categories for future data collection and retrieval. This is important in order to determine if certain kinds of past experiences are related to successful training. The current form of this data makes such analysis impossible (Table XXIII). The most frequent types of experiences indicated by the trainers has been staff training (18.4%) and workshop leader (15.4%). There have also been a wide variety of experiences- teachers,

TABLE XXI

CURRENT DATA: NUMBER AND PERCENTAGE OF DESIGNATED TRAINERS AT EACH EDUCATIONAL LEVEL

EDUCATIONAL LEVEL	N	%
College-6+ years	13	14.9
College-6 years	11	12.6
College-5 years	11	12.6
College-4 years	34	39.1
College-3 years	2	2.3
College-2 years	6	6.9
College-1 year	5	5.8
High School-4 years	5	5.8
TOTAL	87	100.0

TABLE XXII

COMPARISON OF CURRENT OTCCC FORM AND
CODE CATEGORIES FOR TRAINERS
EDUCATIONAL LEVEL

CURRENT FORM	SUGGESTED CODE CATEGORIES
EDUCATION: Check highest level completed High School 1 2 3 4 ☐ ☐ ☐ ☐ College 1 2 3 4 5 6 + ☐ ☐ ☐ ☐ ☐ ☐ ☐	___ More than 4 years college _____Degree _____Major ___ College Degree (4 years) _____Degree _____Major ___ More than Junior College but less than college degree ___ Junior College or equivalent ___ High School Diploma or GED ___ Some High School (1-3 years)

TABLE XXIII

CURRENT DATA: OTCCC TRAINERS PREVIOUS TYPES OF EXPERIENCES, NUMBER AND PERCENTAGE OF TRAINERS

PREVIOUS TRAINING EXPERIENCES	N	%
Staff Training	30	18.4
Workshop Leader	25	15.4
Teacher	9	5.6
Instructor-College	6	3.7
Vocational-Technical Teacher	6	3.7
Public School Teacher	6	3.7
Student Teaching	6	3.7
Sunday School Teacher	6	3.7
Substitute Teaching	5	3.2
Headstart Workshops	4	2.5
Teacher Trainer	4	2.5
Kindergarten Teacher	3	1.9
Train new licensing workers	3	1.9
New staff and volunteer training	3	1.9
Day Care Staff Training	2	1.2
Headstart Teacher	2	1.2
Coordinator for Religious Education	2	1.2
Taught in Montessori School	2	1.2
Coordinator of Family Life	1	.6
Director of Therapeutic Nursery	1	.6
Co-director of Montessori School	1	.6
Counseling	1	.6
Red Cross Swimming	1	.6
Trainer in retail sales	1	.6
Inspected and consulted Day Care Centers	1	.6
Developed Early Childhood materials	1	.6
Supervised teaching staff	1	.6
Instructional Aide	1	.6
Licensing Worker	1	.6
Trainer-OCU workshop for Day Care Directors	1	.6
Certified Lab Leader for training Church School Teachers	1	.6
Small group facilitators for elementary sexuality programs	1	.6
Family Life Education Specialist	1	.6
Women's Program Director/Instructor-YMCA	1	.6
Training Course for new Sunday School Teachers	1	.6
In-service nutritional training	1	.6
Guidance with Caregivers and Directors	1	.6

TABLE XXIII (Continued)

PREVIOUS TRAINING EXPERIENCES	N	%
Taught art on a volunteer basis	1	.6
Training for Headstart Teacher's Aides	1	.6
Informal training for DISRS foster parents	1	.6
Workshop for foster parents	1	.6
Train Directors	1	.6
Help develop Day Care program	1	.6
Director of College Lab Schools	1	.6
In-service training workshops	1	.6
Summer Camp teacher	1	.6
Tutor Students	1	.6
Teacher's Aide	1	.6
Trained teachers in implementing career ideas	1	.6
Training Workshops	1	.6
Resource person for Orientation to Child Care course	1	.6
Tennis Instructor	1	.6
Trainer for Teacher Aides	1	.6
Teach Lamaze-LaLeche	1	.6
Volunteer at Public Schools	1	.6
Parent Education Program for Head Start	1	.6
State consultant-State T and TA office	1	.6
TOTAL	163	100.0

directors, aides, Lamaze-LaLeche instructors, as well as swimming and tennis instructors. If this data were recoded in the following recommended categories the data could be standarized. Table XXIV presents an analysis of recommended categories for recording OTCCC Trainers' related experience, and summary of current data according to these categories. A comparison of the current OTCCC form and the suggested code categories for the trainers' previous experience is presented in Table XXV.

Criterion 4. Number of Courses Each Trainer Has Trained. (Located on Trainer Information Card [Form F-14] side two- "Instruction Record") Examination of data sheets indicated that categories can be developed to indicate the number of courses each trainer has trained. Analysis of available information indicated that trainers have offered the number of courses presented in Table XXVI. Fifty percent of the trainers have trained only one course and 10 trainers have offered two courses. Few trainers have offered more than two courses. One very experienced trainer has offered 13 courses. In the future, as trainers have more experience, OTCCC staff may want to develop codes for recording the number of OTCCC courses offered.

Criterion 5. Status of References of Trainers. The OTCCC staff indicated that they would like a way of recording information about the trainers during the approval process in regard to the status of their references,

TABLE XXIV

RECOMMENDED CATEGORIES FOR RECORDING OTCCC TRAINERS' RELATED EXPERIENCE, AND SUMMARY OF CURRENT DATA BY THESE CATEGORIES

TRAINERS' RELATED EXPERIENCE	N	%
Previous Child Care staff training	38	23.3
Previous Early Childhood/Headstart Workshop leader	32	19.6
Public School Teacher (Regular/ Substitute) Preschool - 12	16	9.8
Church-related teaching	10	6.1
College or University instructor	7	4.3
Junior college or Vocational-Technical teacher	6	3.7
Student teaching	6	3.7
Teacher in community based program	5	3.1
Private preschool/day care teacher	4	2.5
Day Care Licensing	4	2.5
Family Life or Child Development Specialist	2	1.2
Other	33	20.2
TOTAL	163	100.0

TABLE XXV

COMPARISON OF CURRENT OTCCC FORM AND SUGGESTED CODE CATEGORIES FOR TRAINERS' PREVIOUS EXPERIENCE

CURRENT FORM	SUGGESTED CODE CATEGORIES
(Form F-3) EXPERIENCE DATES (Form F-5) Experience in child care: (Please list by years, most recent position first, give position title for each. Please give name and location of child care facilities and employer.)	Previous Experience ___1. Previous Child Care Staff Training ___2. Previous Early Childhood/ Headstart Workshop Leader ___3. Public School Teacher (Regular/Substitute)Preschool - 12 ___4. Church-related Teaching ___5. College or University Instructor ___6. Junior College or Vocational Technical Teacher ___7. Teacher in Community Based Program ___8. Private Preschool/Day Care Teacher ___9. Family Life or Child Development Specialist __10. Private School Teacher (Regular/Substitute)K-12 __11. Other (Specify)_____

TABLE XXVI

NUMBER OF COURSES TAUGHT BY NUMBER AND PERCENTAGE OF TRAINERS

NUMBER OF COURSES TAUGHT	TRAINERS N	TRAINERS %
1	24	50.0
2	10	20.8
3	4	8.3
4	3	6.2
5	1	2.1
6	2	4.2
7	1	2.1
9	2	4.2
13	1	2.1
TOTAL	48	100.0

recommendation by the Executive Committee for approval to train, and courses trained. A check sheet was developed for the OTCCC staff's use as shown in Table XXVII. Eventually, the OTCCC staff could develop codes for retrieval of information stored in a computer system.

Profiles of Trainees

Criterion 1. Occupation of Trainees. (Located on Caregiver's Advancement Record [Form F-6] under "EMPLOYMENT") Examination of data sheets indicated that categories can be developed to indicated the occupations of OTCCC trainees. Table XXVIII presents the analysis of current available information regarding the occupation of trainees and the number and percentage of trainees for each occupation. The most frequent occupation listed by the trainees was "teacher" with 137 or 14.0% of the total respondents stating this as their occupation. One hundred and six trainees reported their occupation as "director." There also has been a variety of occupations such as cook, bus/van driver, speech therapist, secretary, substitute teacher, houseparent, field representative, and bookkeeper. The occupations can be grouped into categories for recording and summarizing trainees' data. If this data were recoded in the following recommended categories, the data could be standarized with no real loss of information to the OTCCC staff. Table XXIX presents an analysis of the trainees' occupations and summary of current data in recoded categories. Table XXX

TABLE XXVII

CHECK SHEET FOR TRAINERS

NAME _____ SEX _____

HOME ADDRESS _____ AGE _____

_____ HOME PHONE _____

WORK ADDRESS _____ WORK PHONE _____

_____

EDUCATIONAL LEVEL _____

OCCUPATION _____ DEGREE _____

MAJOR _____

TRAINER APPLICATION

_____ Date sent from OTCCC office

_____ Date received back to OTCCC office

REFERENCES

Character _____ Date Sent

_____ Date Received

_____ Missing Information Date Completed ___

Child Care _____ Date Sent

_____ Date Received

_____ Missing Information Date Completed ___

Training _____ Date Sent

_____ Date Received

_____ Missing Information Date Completed ___

TABLE XXVII (Continued)

Sent to Executive Committee: _____
Date

Recommendation by Executive Committee:

Team _____ Conditional _____ Provisional _____

Record of Courses Taught:

COURSE NAME OR CODE*	DATE TRAINED	NUMBER TRAINED	TEST SCORES
_____ (Write in course name or code)	From ____ To ____	_____ enrolled _____ completed	_____ Average pre-test score _____ Average post-test score

*When all courses are available, data can be kept by code.

TABLE XXVIII

CURRENT DATA: OCCUPATION OF OTCCC TRAINEES, NUMBER AND PERCENTAGE OF TRAINEES

TRAINEES' OCCUPATION	N	%
Teacher	137	14.0
Director	106	10.8
Aide	59	6.0
Teacher-2's	52	5.3
Teacher-3's	43	4.4
Teacher's Aide	40	4.1
Teacher-4's	38	3.9
Crib room/nursery/infants	38	3.9
Caregiver	35	3.6
Cook	28	2.9
Assistant Director	23	2.4
Owner	22	2.3
Care for/work in toddler room	21	2.2
Teacher-toddlers	21	2.2
Lead teacher	17	1.7
Preschool teacher	16	1.6
Day Care Assistant	13	1.3
Student Aide	13	1.3
Teacher-3's and 4's	12	1.2
Teacher-Infants	11	1.1
Teacher Assistant	10	1.0
Kindergarten Teacher	9	.9
Teacher-5's	9	.9
Teacher-4's and 5's	8	.8
Assistant Teacher	8	.8
Care for toddlers and babies	7	.7
Supervisor	7	.7
Working with 3's	7	.7
Kitchen Help/Aide	7	.7
Teacher-2's and 3's	6	.6
Teacher-3's - 5's	6	.6
Student	5	.5
Bus/Van	5	.5
Child Care Worker	4	.4
Substitute Teacher	4	.4
Houseparent	4	.4
All ages/levels	4	.4
Volunteer	4	.4
Bookkeeping	4	.4
Teacher aide trainee	3	.3
Teacher-1's - 2's	3	.3
Staff worker	3	.3

TABLE XXVIII (Continued)

TRAINEES' OCCUPATION		
2's and under	3	.3
Teacher-5's and 6's	3	.3
Nursery Attendant	3	.3
Help with children	3	.3
Manager	3	.3
Afterschool worker/aide	3	.3
Assistant	3	.3
Caregiver Aide	3	.3
Teacher's Helper	3	.3
School Kids	3	.3
Helper	3	.3
Care for 2's	3	.3
Lead Caregiver	3	.3
Kindergarten Aide	2	.2
Senior Caregiver	2	.2
Preschool Aide/Assistant	2	.2
Nursery governess	2	.2
6 years and under	2	.2
Help out where needed	2	.2
Teacher-1's - 3's	2	.2
Day Care Teacher	2	.2
Licensing worker	2	.2
Floater	2	.2
Administrative Assistant	2	.2
Assistant Manager	2	.2
Part-time teacher	2	.2
Afterschool teacher	2	.2
ECB II	2	.2
Head of food program	1	.1
Operator	1	.1
Coordinator	1	.1
Administrator	1	.1
Day Care Supervisor	1	.1
Co-leader	1	.1
Assistant lead teacher	1	.1
Attendant	1	.1
Assistant Supervisor	1	.1
Superintendent	1	.1
DCASSD (Supervisor)	1	.1
Regional Director	1	.1
Field Representative	1	.1
Program Director	1	.1
Educational Coordinator	1	.1
Head Start Associative Director	1	.1
Teacher-1st and 2nd grade	1	.1
Music	1	.1

TABLE XXVIII (Continued)

TRAINEES' OCCUPATION	N	%
Teacher-3rd and 4th grade	1	.1
Teacher-6 year olds	1	.1
Teacher-5 year olds, 1st & 2nd	1	.1
Teacher-4's & 6's	1	.1
Teacher-1's - 5's	1	.1
General employee	1	.1
Secretary	1	.1
Clerk typist	1	.1
Housekeeper	1	.1
Day Care Clerk	1	.1
Nurse	1	.1
Nurse's Aide	1	.1
Medical Aide	1	.1
Aide to handicap	1	.1
Speech therapist	1	.1
Worker	1	.1
Work with children	1	.1
Oversee and all general care	1	.1
Day Care Staff	1	.1
Assistant-4 year olds	1	.1
Child care	1	.1
Assistant caregiver	1	.1
5 years and under	1	.1
3 years and up	1	.1
TOTAL	983	100.0

TABLE XXIX

RECOMMENDED CATEGORIES FOR RECORDING TRAINEES' OCCUPATION AND SUMMARY OF CURRENT DATA

TRAINEES' OCCUPATION	N	%
Teacher (Preschool, afterschool, part-time, toddler's, etc.)	414	42.1
Administrator (Director, Owner, Supervisor, Assistant Director, etc.)	176	17.9
Caregiver (crib room, toddlers, work with 3's, 4's, etc.)	150	15.3
Assistant or Aide (Teacher's aide, Day Care aide, etc.)	168	17.1
Program Staff (cook, bookkeeper, secretary, bus/van driver, etc.)	54	5.5
Other (Volunteer, Nurse's Aide, student, etc.)	21	2.1
TOTAL	983	100.0

TABLE XXX

COMPARISON OF CURRENT OTCCC FORM AND
SUGGESTED REVISED CODE CATEGORIES
FOR TRAINEES' OCCUPATIONS

CURRENT FORM	SUGGESTED CODE CATEGORIES
OCCUPATION:	Trainees' Occupation _____ 1. Teacher (Preschool, after-school, part-time, toddler, etc.) _____ 2. Administrator (Director, Owner, Superintendent, Assistant Director) _____ 3. Caregiver (Crib room, toddlers, work with 3's, etc.) _____ 4. Assistant or Aide (Teacher's aide, day care aide, etc.) _____ 5. Program Staff (cook, bookkeeper, secretary, bus/van, etc.) _____ 6. Other (volunteer, nurse's aide, student, etc.)

presents a comparison of the current form of the data regarding this criterion and the suggested code categories based on content analysis.

Criterion 2. Education of the Trainees. (Located on the Caregiver's Advancement Record [Form F-6] under "EDUCATION" or Participant's Enrollment Form [Form F-2] under "EDUCATION") Examination of data sheets indicated categories can be developed to indicate the educational level of OTCCC trainees. Table XXXI presents the analysis of current available information regarding the educational level of trainees and the number and percentage of trainees at each level. The most frequent educational level completed by OTCCC trainees has been four years of high school, wiht 553 or 43.7% of the trainees. Six hundred and nineteen trainees did not respond to this question on the Participant's Enrollment Form (Form F-2). The OTCCC staff indicated that this question was not asked of trainees before 1978, which contributed to the rate of non-response. It is believed, however, that some trainees may not have attended high school. Nine trainees stated they had completed sixth and eigth grade. Table XXXII presents an analysis of the suggested recoded categories for the educational level of OTCCC trainees and summary of current data by these categories. Categories could be developed and information recoded to include education below high school and more specific college education levels. Table XXXIII presents a comparison of the

TABLE XXXI

CURRENT DATA: EDUCATIONAL LEVEL OF OTCCC TRAINEES, NUMBER AND PERCENTAGE OF TRAINEES

EDUCATIONAL LEVEL	N	%
College - 7 years	1	.1
College - 6 years	3	.2
College - 5 years	30	2.4
College - 4 years	102	8.1
College - 3 years	38	3.0
College - 2 years	108	8.5
College - 1 year	117	9.2
GED	69	5.5
High School - 4 years	553	43.7
High School - 3 years	116	9.1
High School - 2 years	89	7.0
High School - 1 year	32	2.5
8th grade	8	.6
6th grade	1	.1
TOTAL	1267	100.0

TABLE XXXII

RECODED CATEGORIES FOR EDUCATIONAL LEVEL OF OTCCC TRAINEES AND SUMMARY OF CURRENT DATA

EDUCATIONAL LEVEL	N	%
Elementary School	1	.1
Junior High School	8	.6
Some High School	237	18.7
Completed High School	553	43.6
GED	69	5.5
Some College	117	9.2
Junior College (Associate Degree or 2 years	108	8.5
Three or more years of college; no degree	38	3.0
College Degree (4 years)	102	8.1
Graduate Study	33	2.6
Beyond Master's Degree	1	.1
Other	-	--
TOTAL	1267	100.0

TABLE XXXIII

COMPARISON OF CURRENT OTCCC FORM AND
SUGGESTED REVISED CODE CATEGORIES
FOR TRAINEES' EDUCATIONAL LEVEL

CURRENT FORM	SUGGESTED CODE CATEGORIES
EDUCATION: Check highest level completed High School GED 1 2 3 4 ☐ ☐ ☐ ☐ ☐ College 1 2 3 4 5 6 ☐ ☐ ☐ ☐ ☐ ☐ Degree Major	____ 1. Elementary School ____ 2. Junior High ____ 3. Some High School ____ 4. Completed High School ____ 5. GED ____ 6. Some College ____ 7. Junior College (Associate Degree or 2 years) ____ 8. Three or more years college (no degree) ____ 9. College Degree Major _____ ____ 10. Graduate Study ____ 11. Master's Degree Major _____ ____ 12. Beyond Master's Degree ____ 13. Other (Specify ___ _____)

current data on the educational level of OTCCC trainees and the suggested code categories based on content analysis.

Criterion 3. Field Experience in Child Care Facilities. (Located on Caregiver's Advancement Record [Form F-6] under "Experience related to child care" or on Participant's Enrollment Form [Form F-2] under "Other experiences related to child care") Examination of data sheets indicated that categories can be developed to indicate the care related field experience of OTCCC trainees. Table XXXIV presents the analysis of available information regarding the field experience of OTCCC trainees. The most frequent field experiences of trainees has been "child care/day care/ nursery worker," with 285 or 23.1% of the trainees. Other experiences reported 100 times or more has been "babysitting" (N= 148) and "parent/mother/raised own children" (N=140). While there has been a wide and impressive variety of trainees' field experiences, the experiences can be grouped into categories for recording and summarizing training data. If this current data were recoded in the following recommended categories, the data could be standarized and retrieved more readily by the OTCCC staff. Table XXXV presents an analysis of the recoded categories of OTCCC trainees' field experiences and summary of current data. Table XXXVI presents a comparison of the current OTCCC form and suggested code categories for trainees' field experiences in child care.

TABLE XXXIV

CURRENT DATA: FIELD EXPERIENCES INDICATED BY OTCCC TRAINEES, NUMBER AND PERCENTAGE OF TRAINEES IN EACH CATEGORY

TRAINEES' FIELD EXPERIENCE	N	%
Child Care/Day Care/Nursery Worker	285	23.1
Babysitting	148	12.0
Parent/Mother/Raised own children	140	11.4
Taught Bible school/Sunday school	79	6.2
Headstart worker/Volunteer/Aide	48	3.8
Work in Church Day Care/Nursery	46	3.7
Care for children in own home/family day care home	42	3.4
Director at Center	29	2.3
Preschool Teacher	23	1.8
Exceptional Children	19	1.5
Teacher Aide	19	1.5
Outside courses/workshops	17	1.3
In-service/on the job training	16	1.3
Work at Church School	16	1.3
Volunteer at school/center	15	1.2
Cubscouts/Boyscouts/Girlscouts/4-H	15	1.2
Have/Had own center	14	1.1
Church/Youth work	14	1.1
Public School teacher	12	.9
Teacher	11	.8
Grandchildren/great-grandchildren	11	.8
Day Care Teacher	10	.8
Worked with children	10	.8
Help care for siblings	10	.8
Worked in Mother's Day Out	8	.6
Counselor at Summer/Day Camp	8	.6
Courses in Child Development	8	.6
Cook	7	.6
Child care in high school	7	.6
College education relating to child and home	6	.5
Foster Parent	6	.5
Substitute teacher	6	.5
Preschool aide/assistant	6	.5
Worked in Montessori	5	.4
YWCA	4	.3
Housemother/Houseparent	4	.3
Nursing	4	.3
Pediatric Nursing	4	.3

TABLE XXXIV (Continued)

TRAINEES' FIELD EXPERIENCE	N	%
Vocational-Technical Child Development	4	.3
Volunteer in Community Programs	4	.3
Assistant Director	3	.2
Student Teaching (Preschool-K)	3	.2
Child Abuse Seminar/Program	3	.2
Teacher in Kindergarten	3	.2
Teacher at Center	2	.2
Administrator/Head of lunch program	2	.2
Taught swimming	2	.2
Drive school bus	2	.2
Interest in children	2	.2
Children's Librarian	2	.2
Capital Day School	2	.2
Nurse's Aide	2	.2
Hospital Worker	2	.2
Part-time stepmother	2	.2
Licensing Service Worker	2	.2
Lab Schools	2	.2
Child Care I	2	.2
Day Care Aide	2	.2
High Challenge Program	2	.2
Consultant and Inspector of Day Care	1	.1
School Cafeteria	1	.1
Taking Care of Children	1	.1
Daily	1	.1
Lakeside Academy	1	.1
First Aide	1	.1
Ex-school teacher	1	.1
Retired teacher	1	.1
Community leader	1	.1
Salvation Army Day Care System	1	.1
Secretary at Elementary School	1	.1
Pay Nursery and Governess	1	.1
Volunteer at Hospital Children's Ward	1	.1
Volunteer Training care	1	.1
Circulation Manager	1	.1
Taught foreign children	1	.1
Social worker in public business	1	.1
Public Nursery	1	.1
Grace Church	1	.1
Juvenile Center	1	.1
Special Education Classes	1	.1
Personal Experience	1	.1
Done workshops	1	.1
Member of Partners	1	.1
Bell ringer	1	.1

TABLE XXXIV (Continued)

TRAINEES' FIELD EXPERIENCE	N	%
Caring person	1	.1
Program Director	1	.1
Counselor at Feeding Program	1	.1
Curriculum Development Coordinator	1	.1
Creative Teaching	1	.1
New center design of playground	1	.1
Pre-enrollment of kindergarten	1	.1
Observed kindergarten class	1	.1
Rearing	1	.1
Have strong feeling for children	1	.1
Wife of minister	1	.1
Books and materials on Day Care	1	.1
Job Corp Center Certificate	1	.1
Children's Home	1	.1
Training Union Teacher	1	.1
Sunbeam Leader	1	.1
Children's Choir	1	.1
Playground Supervisor	1	.1
Cared for children all my life	1	.1
Nursery at Bowling Alley	1	.1
Home Coordinator with Mental Health	1	.1
Health Coordinator-Head Start	1	.1
Recreational leader	1	.1
School age	1	.1
TOTAL	1231	100.0

TABLE XXXV

RECODED CATEGORIES FOR RECORDING OTCCC TRAINEES' FIELD EXPERIENCES AND SUMMARY OF CURRENT DATA

FIELD EXPERIENCES	N	%
Informal Unpaid Experience		
Care of others' children (babysitting, church work, community programs volunteer, Head Start or child care volunteer, etc.)	423	37.9
Family Child Care (own children, siblings, foster children, grand-children, etc.)	173	15.5
Other	-	-
Paid Experience		
Day Care/Preschool Teacher	346	31.0
Day Care/Preschool Director/Owner	44	3.9
Day Care/Family Home Care	42	3.8
Day Care/Preschool/Public School Aide	27	2.4
Public School Teacher	15	1.3
Day Care/Preschool/School Support Staff (cook, bus/van driver, bookkeeper, secretary, school lunch staff)	13	1.2
Nurse	8	.7
Day Care/Preschool Substitute Teacher	6	.5
Nurse's Aide/Hospital Worker	4	.4
Day Care/Preschool Assistant Director	3	.3
Day Care/Licensing	2	.2

TABLE XXXV (Continued)

FIELD EXPERIENCES	N	%
Other	11	.9
TOTAL	1117	100.0

TABLE XXXVI
COMPARISON OF CURRENT OTCCC FORM AND
SUGGESTED CODE CATEGORIES FOR
TRAINEES' FIELD EXPERIENCES
IN CHILD CARE

CURRENT FORM	SUGGESTED CODE CATEGORIES
(Form F-6) Experience related to child care (Form F-2) Other Experiences related to child care	Informal Unpaid Experience _____ 1. Care of other's children (babysitting, church work, community programs, volunteer, Head Start or child care volunteer, etc.) _____ 2. Family Child Care (own children, siblings, foster children, grandchildren, etc.) Paid Experience _____ 1. Day Care/Preschool Teacher _____ 2. Day Care/Preschool Director/Owner _____ 3. Day Care/Family Home Care _____ 4. Day Care/Preschool/ Public School Aide _____ 5. Public School Teacher _____ 6. Day Care/Preschool/ School Support Staff (cook, bus/van driver, bookkeeper, secretary, etc.) _____ 7. Nurse _____ 8. Day Care/Preschool Substitute Teacher _____ 9. Nurse's Aide/Hospital Worker _____ 10. Day Care/Preschool Assistant Director _____ 11. Day Care Licensing _____ 12. Other (Specify) _____

Criterion 4. Number of Trainees Who Have Completed One or More Courses. (Located on Caregiver's Advancement Record [Form F-6] side two under "Training Record Form") To obtain this information, the investigator examined the "Caregiver's File" located in the OTCCC office. Each card was examined and the name of the course each trainee had registered for, date (month and year) course was completed, and date Level I (3 courses) on the Child Care and Development Career Ladder was completed. Table XXXVII indicates how many courses have been completed by individual trainees. As can be logically expected from the short history of the availability of training (3 years), the largest number of trainees have completed one course. This data clearly indicates that increasing numbers of trainees are committed to participating in OTCCC training. Already, 68 persons have completed four or more of the seven courses which have been available since 1977. Additionally, 139 persons have completed the three specific courses required to achieve Level I of the OTCCC Child Care and Development Career Ladder. These successive enrollments by individuals indicate an impressive committment to OTCCC training.

TABLE XXXVII

NUMBER OF COURSES COMPLETED
BY TRAINEES

COURSES COMPLETED	NUMBER OF TRAINEES
1	1119
2	278
3	115
4	52
5	12
6	4

Suitability of Training

Interviews with the OTCCC staff indicated that criteria which they consider to be related to their goal of SUITABILITY for the caregivers can be organized into three main areas:

(1) Does the training have an effect on personal and professional needs of the persons receiving training?

(2) Based on the director's assessment, what are the effects of the training received by the caregivers?

(3) Based on day care licensing service workers' assessments, what are the effects of the training received by the center's personnel?

The OTCCC staff and investigator developed open-ended questions based on these criteria to assess the suitability of the training being offered. A stratified sample was selected to include persons representing all categories of individuals involved in OTCCC training. The sample included 3 caregivers who have completed 1 course; 3 caregivers who have completed Level I of the OTCCC Child Care and Development Ladder (APPENDIX A); 2 caregivers who have completed all six OTCCC courses offered thus far in the training program; 2 directors who are also OTCCC trainers; 2 directors who have OTCCC training in their centers; 1 day care licensing service worker who is a trainer; and 2 day care licensing service workers who do not train. A letter was sent

to each person explaining the project and asking for their participation (APPENDIX C). The letter indicated they would be telephoned by the investigator within two weeks for the purpose of conducting the open-ended interview. The fifteen interviews were conducted by the investigator approximately one to two weeks later. The specific open-ended questions asked to each group (caregivers, directors, licensing service workers) and their specific responses to the questions are listed in APPENDIX D. Responses of each group are summarized below.

Caregivers

When asked about what they had learned in addition to what can be covered by tests, caregivers generally indicated that they had developed skills in guidance, i.e., "how to be more patient," increased knowledge and understanding of child development, and developed classroom management skills, i.e., labeling shelves, setting up a room, and removing "running areas." The caregivers also indicated an increased knowledge in health, safety, and nutrition, i.e., which foods "contain alot of sugar," "learned about diseases-those that are contagious."

The caregivers indicated that training was helpful to them in their job in that it helped them develop a positive attitude toward children, i.e., "have positive attitude about the child," "how to talk to children," and "you (child)

are someone special." Training has also increased their confidence as a caregiver, i.e., "gave me self-assurance; know where I'm going," understand children and how to cope with their problems, i.e., "as a person I feel I can teach a child now." Training has also been helpful to the caregivers in their personal life by helping them deal with their own children and grandchildren, i.e., "positive guidance with my teenager;" "more open to communication;" and "used to spank own children but not now, give choices."

The caregivers were positive about the courses and training, i.e., "Orientation to Child Care film was good;" "training was good and helpful;" "like them all; get better as we go." Suggestions they had for improving the courses included more class involvement (discussions, bring things you have made, and make things). The caregivers indicated they would like more information on dealing with parent involvement, small infants, older children (6-12), and "more specific (information) on outdoor arrangement and things to do outdoors." One caregiver expressed concern about the criteria for completion of a course. She felt that the program needs a "way to deal with people who have completed only half the course or miss more than two hours--sometimes they get discouraged and won't try again."

Training has had a positive effect on the caregivers attitude toward their job and day care work as well as themselves, i.e., "feel more important;" "more self-assurance--

I love working." Caregivers stated that they have more harmonious relationships with other staff members, discuss problems and have become closer as a staff. They also feel they are more conscientious, more aware of what they say, and that they feel more important.

Directors

The directors felt that OTCCC training has been helpful to their caregivers by giving practical knowledge that can be put to practical and immediate use. The interaction within the group was noted as being invaluable.

When asked if the caregivers are doing anything differently than they did before, the directors indicated the caregivers have changed in their classroom management skills, i.e., "have expanded the planning;" "have done quite a bit of reconstructing of the rooms." The directors also said that the caregivers seem to understand the needs of the child and "talk more about the children." The directors indicated that they are expanding the planning since their caregivers have had training and are more aware of the things they have been doing.

Suggestions for improving the training were made from directors who are also trainers. A director/trainer suggested that the trainer manual be in text form so the instructor could structure each session. It was also suggested that packets for a particular course be printed together--"some have different page numbers-some of the packets are

ones printed earlier."

The directors indicated that they encourage their entire staff to participate in training and "expect a good share of them to go all the way through." Training did not seem to have an effect on the staff turnover in the centers of the four directors interviewed. However, three directors indicated that they do not have a great deal of turnover or have not seen an effect. One director indicated that she had seen an effect on turnover stating that "once they (caregivers) do receive the training, they go on to bigger and better things, which I think is great."

Licensing Service Workers

When asked if they had seen any physical changes within the centers since training began, the licensing service workers stated that they have seen changes in the room arrangement of the centers, more interest centers, and centers were making more homemade games. It was also stated that the caregivers are using more positive guidance and giving more individual attention.

When asked if they had seen any personal changes in the directors of the centers since training began, the licensing service workers stated that the directors were more concerned with the qualifications of those they hire and are "better about daily lesson plans." The directors' enthusism was noted as being better since training.

Licensing service workers have observed that caregivers have developed a more positive attitude toward their job, i.e., "generally feel more confident, professional;" "positive attitude about caregiving;" "have more pride about their job." A licensing service worker stated that caregivers "correct people when they say they are babysitting--explain that children learn through play."

The licensing service workers are working more directly with the entire staff (directors and caregivers) since the staff have received OTCCC training, i.e., "before, I only worked with directors, since caregivers had training they are no longer afraid of licensing service workers--will ask for help in working up units;" "feel much closer to the staff. We talk about children's behaviors, etc.;" "staff wants to add input." A licensing service worker stated that the staff of the center's attitude has improved toward new licensing standards since OTCCC training.

The licensing service workers were positive about the training program. They did, however, state that some of the packets had to be rewritten for the particular group of caregivers--"have to gear it up or down." She felt that the packets should contain different options. It was also stated that some packet materials are not appropriate for caregivers (man at a desk thinking about a boat). "Some (material) should be redone and made more appropriate."

A licensing service worker who is also a trainer in western Oklahoma stated that "I'm the only one who trains--I need more help." She went on to say that she was very happy to train and hands out more material than just the packets, due to the lack of available materials in her area.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Purpose of Study

The major purpose of this study was to evaluate and assess the past achievements and current status of the Oklahoma Training for Child Care Careers (OTCCC) project. The major goals of (a) accessibility to the caregivers and (b) suitability for the clients were used to determine criteria in which to evaluate the project.

Specific purposes of the study were to: (1) identify the types of evaluative information currently available from the OTCCC project; (2) summarize, analyze, and present currently available data in a form which can be coded and eventually transferred to a computerized system; (3) identify missing information which needs to be collected in future evaluation efforts; (4) summarize the results of the analysis of the data currently available to evaluate progress toward the major goals of the training.

Methods of the Study

The OTCCC staff was interviewed in order to determine the criteria which measured whether training was both (a) accessible and (b) suitable for caregivers in Oklahoma. The current data/record keeping system was reviewed and it was determined where information related to the criteria was available. Information was analyzed to determine if it was in a form that could be coded for the computer or in an open-ended form that had to be content analyzed in order to develop appropriate categories for analysis. An open-ended interview was conducted with 15 persons involved in OTCCC training (caregivers, directors, day care licensing workers) regarding the impact of the training on such aspects as the trainees attitude toward their job, physical changes within the center, and changes in the personal lives of the trainees.

Summary of Major Findings

Analysis of current data available to assess the extent to which the OTCCC training has been accessible to caregivers in Oklahoma is presented in detail in Chapter IV. While comprehensive records have been kept, the investigator found that the data, in almost all instances, could be collapsed into fewer categories for the purpose of evaluation and information retrieval. The suggested codes are presented in Chapter IV. The available data were summarized

both in the present form and in the suggested form to facilitate decision-making of the OTCCC staff in their future evaluative efforts.

With regard to an overall assessment of the accessibility of OTCCC training, the data available presents a very positive view. Since 1977, training has been delivered to over 1,500 persons in 156 locations throughout Oklahoma. Twenty-four different organizations sponsored 180 separate courses. Training has been offered by 48 different trainers representing a variety of experiential, occupational, and educational backgrounds. A pool of 87 designated trainers is currently available to the OTCCC staff. Data further indicate an impressive committment of both trainees and trainers to the OTCCC project, with 50% of the trainers having completed two courses or more. In the three years training has been offered, 139 persons have completed the specific course requirements to achieve Level I of the OTCCC Child Care Career Advancement Ladder. Data available regarding demographic characteristics of trainees indicate that OTCCC training has been accessible to trainees representing a wide variety of previous experience and education. Approximately 62% of the trainees have had high school education or below. In summary, it appears that the OTCCC project has been very successful in its goal of providing accessible training for careers in child care.

Evidence of suitability of OTCCC training is available from the 15 interviews conducted with a sample of persons representing all areas of involvement in OTCCC training. Caregivers indicated that OTCCC training has helped them develop skills in guidance and classroom management. Training has also been helpful in developing a positive attitude toward children and toward their job. It has also given them self-confidence as a caregiver. The caregivers also stated that training has helped them in dealing with their own children and grandchildren. All caregivers interviewed were positive about the training program and indicated an interest in more information regarding parent involvement, young infants, older children, outdoor space arrangement, and outdoor activities.

Directors interviewed stated that OTCCC training has been helpful in providing practical knowledge for the staff that can be put to immediate use. The directors stated that they have noticed a change in the caregivers' classroom management skills such as rearrangement of the room and expanded planning. The directors encourage all of their staff to participate in the training program.

Licensing service workers also noticed a change in the room arrangement of the centers and more homemade games and interest centers since training began. Caregivers are using more positive guidance and giving more individual attention. The licensing service workers indicated that they have seen

a change in attitude of the caregivers and directors. The caregivers have a positive attitude toward their job and feel more confident. They also discuss and talk with the licensing service worker about the center and particular children. The licensing service workers stated that directors are more aware of caregivers' qualifications and more concerned with the qualifications of an applicant. Training was noted as helping several directors and centers accept the new day care licensing standards. In summary, OTCCC training appears to have a positive effect on the personal and professional lives of caregivers involved in the program.

Conclusions

Past emphasis in the OTCCC project has been on the development of the curriculum materials, organizational strategies, and delivery of training. Inadequate resources have been available to develop an adequate system of evaluation. The size and scope of the project has reached a stage where the development of a comprehensive evaluation which can be computerized is essential. The investigator spent approximately 300 hours gathering and tabulating data from the current forms to retrieve specific information. The investigator hopes that her efforts to categorize and summarize the existing data will be of help to the OTCCC staff in their further development of the evaluation system for OTCCC training.

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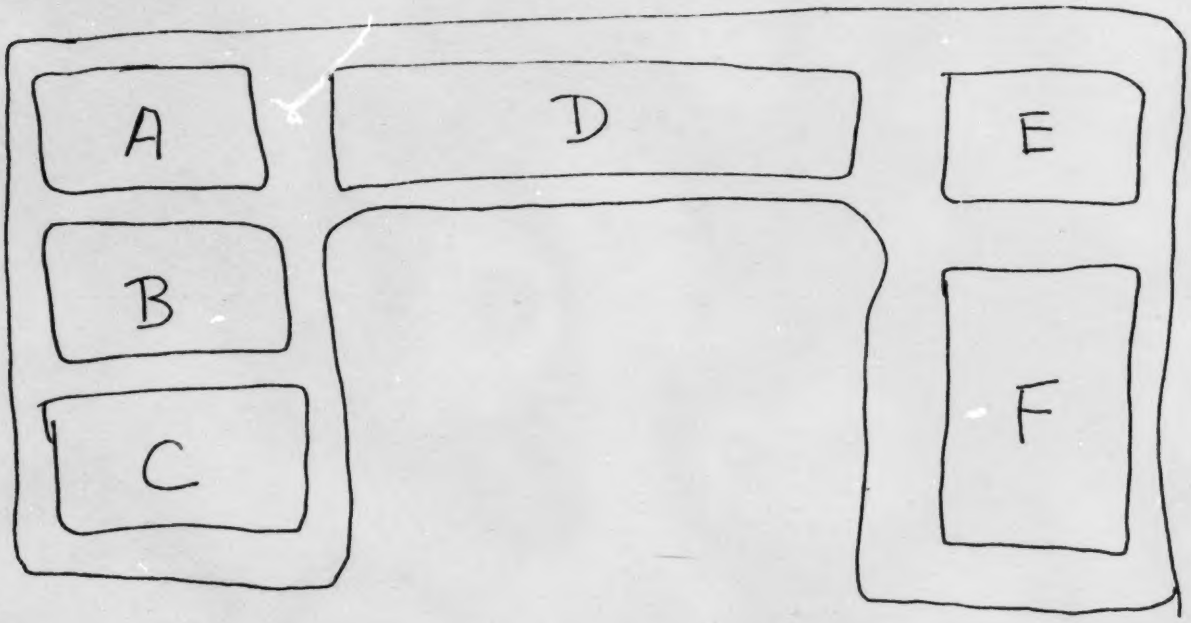
User Services Desk

MP



A - User Services Materials Checklists
Green User Services Request Forms
User Services Statistics Forms
Complete (Historical) publications List
Current Publications inventory

B - White user services envelopes (for 8½ X 11 enclosures)
colored dots
light bulbs and miscellaneous

C - mostly tape

D - pens, pencils, paper clips and staples

E - stationery, envelopes, memo pads, scratch paper

F - Front
Materials borrowed file
All User Services form letters

Rear
Microfiche collection locations (foreign in front, then U.S. by state)

• on the shelves to the right of this desk are directories and title indexes

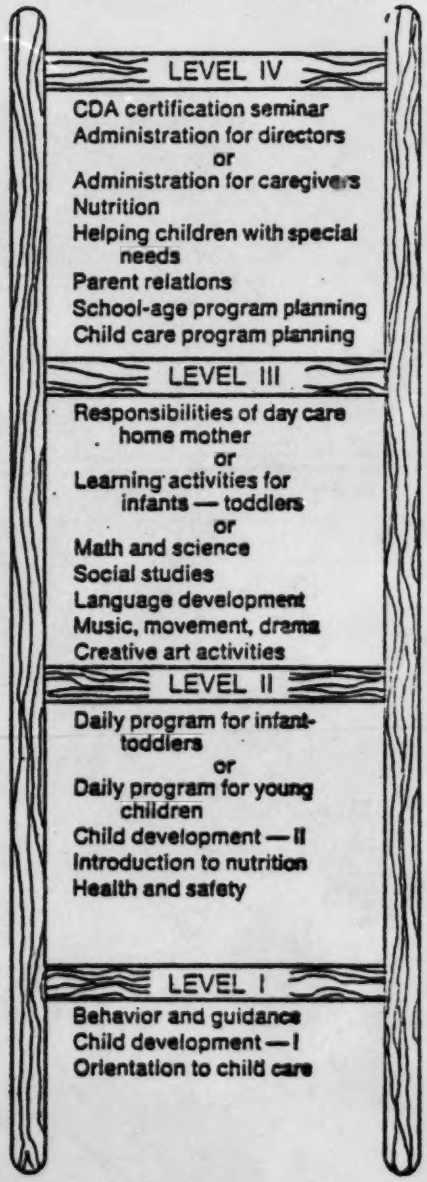
APPENDIX A

CHILD CARE AND DEVELOPMENT

CAREER LADDER

Oklahoma Training for Child Care Careers

Child Care and Development Career Ladder



APPENDIX B

CURRENT OTCCC FORMS

Form F-1

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

COURSE RESUME

TRAINING PACKAGE _____

___ 1 WH
___ 2 BL
___ 3 HISP.
___ 4 N.AM.
___ 5 OTHER

TRAINING SITE: _____

FOCUS AUDIENCE FOR THIS PILOT: _____ _____

RECRUITMENT PROCEDURE: _____

CATEGORY OF SPONSORS (S): _____

_____

CATEGORY OF TRAINER-COORDINATOR (S): _____

_____

TOTAL CLOCK HOURS TRAINING: _____

COURSE ORGANIZATION:

DATES: _____ HOURS: _____

NAMES OF TRAINER-COORDINATORS: _____

_____

RESOURCE TEACHERS: _____

_____

ATTENDANCE:

NAME NUMBER OF CAREGIVERS REGISTERED: _____
AVERAGE ATTENDANCE PER SESSION: _____

EVALUATION: Identical 100 point Pretest and Postest instruments were used. Only caregivers who finished both instruments are included in the sample. Number in sample _____.

AVERAGE PRETEST SCORE: _____
AVERAGE POSTEST SCORE: _____
AVERAGE GAIN: _____

RECOGNITION: Requirements for recognition were (1) Attendance at _____ SESSIONS, (2) Completion and reporting of all _____ assigned Field Activities.

NUMBER OF CAREGIVERS WHO COMPLETED REQUIREMENTS AND RECEIVED CAREER RECOGNITION CREDIT: _____

COURSE COMPLETED _____ RECOGNITION SENT _____

Form F-2

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

PARTICIPANT'S ENROLLMENT FORM

I. CHECK ADVANCEMENT LEVEL: Entry Level ☐ Level I ☐ Level II ☐ Level III ☐ CDA ☐

II. _____
Last Name First Name Middle Social Security #

III. _____ _____
Street Number City State Zip Area Code and Home Phone Number

IV. EDUCATION. Check highest level completed. Degree _____
GED High School College Major _____
☐ ☐1 ☐2 ☐3 ☐4 ☐1 ☐2 ☐3 ☐4 ☐5

V. Special Courses or training Dates
_____ _____
_____ _____

VI. Experience related to child care
_____
_____

VII. Employment
_____
Center, school or home Address Centers Phone
Director_____ Caregivers Position_____

VIII. The NAME of this course:
_____
Name of Course Date of First Session
_____
Location of Course Sessions City

THIS PART TO BE COMPLETED BY THE TRAINER AT THE END OF THE COURSE.

_____
Participant's Name
(Check the statement/s which reflect/s the participant's involvement in course.)

1. ___ Did not attend the required number of sessions.
2. ___ Did not complete all assigned learning activities.
3. ___ Met both above requirements and should be issued a certificate of recognition.

_____ _____
Signature of Trainer Date

Form F-3

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

REQUEST FOR COURSE REGISTRATION

DATE: _____

COURSE: _____

SPONSOR/COORDINATOR: _____

TRAINER _____

BUSINESS ADDRESS: _____

_____ Phone: _____

HOME ADDRESS: _____

_____ Phone: _____

DATES AND HOURS OF TRAINING (10 clock hours of more)

MONTH	DATES	HOURS

NUMBER OF CAREGIVERS EXPECTED: _____

PROPOSED AUDIENCE: _____ Center Staff Only _____ Area Day Care Centers

PROPOSED LOCATION: _____

ADDRESS TO WHICH MATERIALS SHOULD BE SENT: _____

_____

TITLE XX CENTERS REPRESENTED: _____Yes _____No

REGISTERED OTCCC TRAINER: _____Yes _____No

If No, Application is _____Enclosed _____ Submitted and in process

PROJECTED MATERIAL RETURN DATE: _____

RETURN TO:

Oklahoma Training for Child Care Careers
Home Economics West 233
Oklahoma State University
Stillwater, OK 74078
(405) 624-5060

OFFICE USE

DATE RECEIVED: _____

T.P #_____SENT:_____

C.P.#_____SENT:_____

Form F-4

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

TRAINER APPLICATION

Dear Executive Committee:

I would like to serve as a trainer for Oklahoma Child Care Career Training Courses.

I plan to use Oklahoma Training for Child Care Careers materials.

I plan to follow the necessary steps to qualify my students for career advancement recognition on the Oklahoma Paraprofessional Child Care Ladder.

Date _____ Signature _____

****

DATA:

Last Name	First	Middle		Social Security Number
Street Number	City	State	Zip	Area Code and Telephone Number
Business or School Address				Area Code and Telephone Number
Occupation				

EDUCATION. Check highest level completed.

High School				College							Degree	Major
1	2	3	4	1	2	3	4	5	6	+		
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		

Name of last institution giving certificate or degree_____

Form F-5

Experience in child care: (Please list by years, most recent position first, give position title for each. Please give name and location of child care facilities and employer.)

Teaching or Training Experience: (This may be either formal teaching or informal, e.g. volunteer training, training new staff, etc. List where, when, content taught, and audience.)

REFERENCES:

1. Character Reference

Name _____ Mailing Address _____

City _____ State _____ Zip Code _____ Telephone _____

2. Someone who can speak of your work with children.

Name _____ Mailing Address _____

City _____ State _____ Zip Code _____ Telephone _____

3. Someone who knows of your previous training efforts.

Name _____ Mailing Address _____

City _____ State _____ Zip Code _____ Telephone _____

Form F-6

CHECK ADVANCEMENT LEVEL Lev. I ☐ Lev. II ☐ Lev. III ☐ Lev. IV ☐ CDA ☐ Social Security Number

Last Name First Name Middle Name

Street Number City State Zip Area Code and Telephone Number

EDUCATION. Check highest level completed.

GED	High School	College	Degree	Major
☐	☐☐☐☐	☐☐☐☐☐☐		

Special Courses or training Dates

Experience related to child care

EMPLOYMENT. Center, school or home Address Phone

Director Caregivers Position

CAREGIVER'S ADVANCEMENT RECORD OKLAHOMA TRAINING FOR CHILD CARE CAREERS

TRAINING RECORD FOR _____

	Registered	Tested Out	Recognition Earned	Recognition Sent	Date Mon.	Date Year	Location	Trainer
LEVEL I								
Orientation to Child Care								
Child Development I								
Behavior and Guidance								
LEVEL II								
Health and Safety								
Introduction to Nutrition								
Child Development II								
Daily Program Activities for Young Children								
Daily Program Activities for Infants-Toddlers								
LEVEL III								
Creative Art Activities								
Music, Movement, Drama								
Language Development								
Social Studies								
Math and Science								
Learning Activities for Infants-Toddlers								
Or, Responsibilities of Day Home Mothers								
LEVEL IV								
Child Care Program Planning								
Parent Relations								
Children With Special Needs								
School Age Children Facilities								
Administration for Caregivers								
Administration for Directors								
CDA Seminar								

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Form F-7

STATE OF OKLAHOMA
DEPARTMENT OF INSTITUTIONS, SOCIAL AND
REHABILITATIVE SERVICES

CHILD CARE STAFF INFORMATION

Facility Name _____ County _____

Address _____ Phone _____

_____

Employee's Name _____ Phone _____

Address _____ Birthdate _____

_____ Marital Status _____

Social Security Number _____ Number of Own Children _____

Have you ever been convicted of a morals charge, child abuse, assault and battery or any other violent crime?
_____ Yes _____ No

EMPLOYMENT HISTORY (List most recent first. If none, list names and addresses of four persons, who are not related to you, who will act as personal references.)

Name of Employer	Type of Work	From	To

Date of employment at this facility _____ Date of separation _____

EDUCATION (Circle highest year completed.)

Elementary	High School	College	Degree and Date _____
1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 5 6	Major _____ Minor _____

Special Courses or Training (Describe) _____

_____

_____

Experiences Related to Work (Describe) _____

_____

_____

Special Skills or Hobbies _____

_____

Assigned Duties and Days/Hours at Facility _____

_____

_____

Signed _____ Signed _____
Staff Member Director or Superintendent

_____ _____
Date Date

Okla. DISRS Issued 3-15-79 DCW-L-15

Form F-8

Oklahoma Training for Child Care Careers

TRAINER'S EVALUATION

Name _____

Course _____

Date _____

Thank you for taking a few minutes to jot down your reactions to your training experience. Your comments will help OTCCC improve the training materials and report the effectiveness of training.

YOUR PERCEPTION OF STUDENT REACTIONS: Circle the most appropiate answer.

1. How useful was the content of this course to your caregiver-students?

1	2	3	4	5
Useless	Not very Useful	Somewhat Useful	Useful	Very Useful

2. How well did the content match your students current learning level? (Note that this answer peaks at 3)

1	2	3	2	1
Too Easy	Easy	Well-Adjusted to learning level	Difficult	Too Difficult

3. In general, how did the students receive the class presentations?

1	2	3	4	5
Bored	Fairly Uninterested	Moderately Interested	Interested	Excited and Eager

4. How involved did the students become in the class sessions?

1	2	3	4	5
Refused to Participat.	Generally Unresponsive	Participated When Urged	Participated When Asked	Participated Spontaneously

5. How interested did the caregivers seem in using what they learned?

1	2	3	4	5
Not willing to Try	May try Later	Were Willing to Try	Tried	Tried and Were Pleased With Results

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Form F-9

YOUR REACTIONS TO THE COURSE:

1. How difficult was this course to prepare and teach?
(Note that this answer peaks at 3)

1	2	3	4	5
Very Easy	Easy	Handled It OK	Difficult	Too Difficult

Comment_____

Please comment on the following:

2. In what ways might the Trainer's Guide be improved? Were any of the parts confusing? Could any parts be omitted?

_____

_____

_____

3. Did your training package contain all of the required materials? List any missing items. _____

_____

_____

4. Which suggested class activities were most successful?

_____

_____

5. Were any class activities not effective? Which? Why?

_____

_____

_____

6. List three materials in the package which you felt were particularly useful and effective.

a. _____ b. _____

c. _____

7. Were there materials which you think should be upgraded or eliminated? Which? _____

_____

_____

8. Please use the back of this sheet to share any other comments or reactions to this course.

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Form F-10

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

EVALUATION FORM

Dear Caregiver: Please take just a minute to tell us what you thought of this course. Your ideas will help us write better materials. Thank you.

I. Evaluate the presentation of the materials. Which kind of presentation did you like best -- lectures, filmstrips, discussion, group work?

II. How might the course be improved?

III. Were you comfortable with the class assignments? The Learning Activities?

IV. In what ways has this course helped you become a better caregiver?

V. Are you interested in more training?

(Please tear off this sheet and hand in to the trainer separately.)

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

TRAINERS APPLICATION APPROVAL REQUEST FORM

MONTH _____ YEAR _____

NAME ADDRESS OCCUPATION EDUCATION LEVEL EXPERIENCE IN: CHILD CARE TEACHING/TRAINING	REFERENCE CATEGORY	LENGTH OF ACQUAINTANCE	NATURE OF ACQUAINTANCE	Ability to present course content clearly and accurately.	Ability to bring professionally sound early childhood development and education knowledge to the training session	Ability to reflect an accurate understanding of the uniqueness of the child care situation as found in the day care center or day care home.	Ability to support and encourage paraprofessional child caregivers in the learning process.	Ability to report fully and accurately the data needed to verify recognition requirements	COMMENTS	RECOMMENDATIONS
	1			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Provisional
	2			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Conditional
	3			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Team-Train.
	1			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Provisional
	2			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Conditional
	3			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Team-Train.
	1			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Provisional
	2			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Conditional
	3			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Team-Train.
	1			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Provisional
	2			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Conditional
	3			E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_	E_G_F_P_		Team-Train.

Form F-11

112

120

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Form F-12

OKLAHOMA TRAINING FOR CHILD CARE CAREERS

Trainer-Coordinator

Applicant
Referent
Date

1. Dates and duration of your acquaintance with the applicant.

_____

2. The nature of the acquaintance. (teacher, student, friend, minister, administrator, co-professional, co-worker, etc.)

_____

3. How do you perceive the applicants training abilities? (Circle most appropriate response)

A. Ability to present prescribed course content clearly and accurately.	Excellent	Good	Fair	Poor
B. Ability to bring professionally sound early childhood development and education knowledge to the training sessions.	Excellent	Good	Fair	Poor
C. Ability to reflect an accurate understanding of the uniqueness of the child care situation as found in the day care center or the day care home.	Excellent	Good	Fair	Poor
D. Ability to support and encourage paraprofessional child caregivers in the learning process	Excellent	Good	Fair	Poor
E. Ability to report fully and accurately the data needed to verify recognition requirements.	Excellent	Good	Fair	Poor

Please use the back of this sheet to make additional comments or indicate experiences which relate to the applicants' abilities.

Signature_____

FOR OFFICE USE ONLY

CLASS PARTICIPATION RECORD

NAME OF COURSE _____ TRAINER _____ SPONSOR _____

SITE _____ ADDRESS _____ DATES _____

Level Completed	ID #	Enrol. Stat.	Confirmed	Check participation PARTICIPANT'S NAME	ETHNIC GROUP (1) White (4) Native American (2) Black (3) Hispanic (5) Other # ONLY	FORMS Enrollment	FORMS Permission	ATTENDANCE 1	2	3	4	5	COMPLETED LEARNING ACTIVITIES 1	2	3	4	5	RECOGNITION EARNED	TESTS PRE	POST
				1.																
				2.																
				3.																
				4.																
				5.																
				6.																
				7.																
				8.																
				9.																
				10.																
				11.																
				12.																
				13.																
				14																
				1																

Form E.12

Form F-14

Last Name	First	Middle	Social Security Number

Street Number	City	State	Zip	Area Code and Telephone Number

Business or School Address	Area Code and Telephone Number

Occupation

EDUCATION. Check highest level completed.

High School				College							Degree	Major
1	2	3	4	1	2	3	4	5	6	+		
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		

EMPLOYER. Status

CURRENT PROVIDER TO TEACH.

TRAINER INFORMATION OKLAHOMA TRAINING FOR CHILD CARE CAREERS

TRAINER

COURSE NAME	LEVEL	DATE COMPLETED	SPONSOR	LOCATION	VOL. HRS.	NO. REG.	NO. COMPLETED	
TOTALS								

INSTRUCTION RECORD OKLAHOMA TRAINING FOR CHILD CARE CAREERS

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CORRESPONDENCE REGARDING PROJECT

Oklahoma Training for Child Care Careers
Home Economics, HEW 233
Oklahoma State University, Stillwater, OK 74078
(405) 624-5060

April 13, 1981

Carol Sherman
Ava Maria House
6161 S. Yale
Tulsa, OK 74177

Dear Ms. Sherman:

The purpose of this letter is to solicit your help in evaluating Oklahoma Training for Child Care Careers (OTCCC). By doing this, you will be assisting Betty Stratton and Maxine Hall in summarizing information about the training provided through OTCCC. A great deal of information is available in the training office, however, additional data is needed from you concerning your involvement and it's effect on you personally and professionally. Judy Oberste will be contacting you by phone in the next two weeks and we would appreciate you taking time to visit with her concerning your involvement in this project.

During your conversation with Judy, we would like you to share with her your feelings, insights, and opinion about OTCCC training. Your suggestions for improving the training system and any additional information you would like to share will be appreciated.

If you are willing to participate in this interview your comments will be tape-recorded, but you will not be identified on the tape nor in the final report. Your participation will help us to have a better and more "human" evaluation of OTCCC.

Thank you in advance for helping us with this important Oklahoma Training for Child Care Careers project.

Sincerely,

Judy Oberste
Judy Oberste, Graduate Assistant
Family Relations and Child Development

Judith A. Powell
Judith A. Powell, Ed.D.
Advisor, Associate Professor
Family Relations and Child Development

Betty Stratton
Betty Stratton
Executive Director,
Oklahoma Training for
Child Care Careers

Oklahoma Training for Child Care Careers is made up of representatives of day care, day care organizations, colleges, universities and governmental agencies who are concerned with children. It is working to improve the quality of care for young children in the state through the education and career advancement of child care personnel.

Work funding through Oklahoma Department of Human Services and the Cooperative Extension Service, Oklahoma State University

APPENDIX D

SPECIFIC RESPONSES TO INTERVIEW QUESTIONS

CAREGIVERS

1. During OTCCC training, you are given pretests and post-tests about information you learned. We know that everything a person learns can't be measured with tests. What other things have you learned?

   - how to be more patient
   - labeling shelves
   - rearranged rooms-remove running area
   - about child care facilities-how to handle children
   - aware of children's needs; encourage them in their development; know and understand about the stages in development
   - deal with children; their personality
   - Health and Safety-learned about diseases--those that are contagious
   - setting up room
   - Nutrition-know which foods are good and which ones contain a lot of sugar
   - mainly a refresher
   - aware of what's going on in the nursery
   - learned the do's and don'ts of discipline
   - how children react to things

2. In what ways was the training helpful to you in your job?

   - aware of children's needs
   - understand children; cope with their problems
   - gave me ideas and things you can do with children
   - not to say negative things with children; be positive
   - have positive attitude about the child; you (child) are someone special

- weak on tornado and fire drills--helped in this way
- had less background in health and safety--helped to evaluate what we had and what we needed
- how to help children when they are crying
- made me think about my job
- gave me self-assurance; know where I'm going
- had only in-home training before-now I feel I know how to go about dealing with children and their problems
- learned art activities, stories and fingerplays; sounds of animals, musical games
- as a person I feel I can teach a child now

3. In what ways was the training helpful to you in your personal life?

- help with own children--test out ideas with them and then modify it for work
- help deal with grandchildren
- can't think of any ways
- made me aware that I am capable of learning my own way
- I don't think it has
- watch ways to help in development and love and warmth outside home

4. Can you give examples of ways you have used what you have learned in the training sessions?

- never use to have themes
- cover more pre-writing, manipulatives, and numbers now
- more aware; not anything specific; more patience and understanding

- labeling of shelves
- rearrange rooms
- go down to their level
- being positive
- use a soft voice
- different ideas for topics, themes
- different things to use, make, cook

5. Is there anything you are doing differently than you did before in your job?
   - not really
   - getting down to child's eye level; using a soft voice; have smaller sentences
   - being positive
   - talk to them (children) at their level
   - deal and work with other people, see problems they have and have become closer
   - more aware, not anything specific
   - more conscientious--I think before I say something

6. Is there anything you are doing differently than you did before in your personal life?
   - dealing and talking with own children
   - no
   - short-tempered--learned to cope
   - use to spank own children but not now, give choices
   - nutrition--eating better
   - positive guidance with teenager
   - disease--know about burns, poisons

- have teenage son--more aware and understanding toward him-didn't have or give time--with training it would have helped with own family--more open to communication

7. What suggestions would you make for improving the course?

What other topics would you like covered in the course?

- pretest used term that it's meaning was just the way you interpret it (did not remember the exact word or test)
- important to keep in contact with parents; need more in regard to dealing with parents
- Orientation to Child Care film was good
- more speakers (last time only one)
- with the guest speakers we didn't have enough time to talk and discuss
- overall, training was good and helpful
- like a class with personal involvement, like a class with class participation
- more creative--making things
- more about small infants and older children (6-12)
- more group discussions
- bring related article to sessions and share with other class members and discuss it
- helps me to learn more with class discussions
- be more specific on outdoor arrangement and things to do outdoors
- way to deal with people who have completed only half the course or miss more than two hours--sometimes they get discouraged and won't try again
- like them all; get better as we go
- more class participation
- bring things that you make

8. What changes do you see in your attitude toward your job? How do you feel about day care work? Is it different since you have had training?

   - I think my job is more important. I had an elementary degree and I thought day care was just more or less babysitting. It's not just watching the children. More important, you make more of an impact on the children.
   - more understanding about my job
   - feel more important; have certification so it seems important
   - not so much a job anymore, more involved with the children
   - love working; not as frustrated--can handle the problems at work and not as tired when I get home
   - thought I just babysat--with course, it helped me grow and handle problems
   - more self-assurance
   - deal and work with other people--have harmony
   - see problems the other staff have with group and discuss it--have become closer

9. Do you feel you have changed as a person after having taken training?

   - more conscientious
   - feel more important
   - count to ten; think before I act
   - have changed slightly--more aware of what I say
   - yes--a better person
   - no--not really

10. Is there anything else you would like us to know?

- overall training was good and helpful
- Orientation to Child Care film was good
- more in regard to dealing with parents
- something about older children; school age
- more on small infants
- great way for women who need some "on-the-job" training

DIRECTORS

1. How long have you been the director in this particular center
   - 1 year
   - 12 years
   - 8 years
   - since February, 1981

2. How long have caregivers been training in your center?
   - 3 years
   - since January, 1980
   - from the beginning
   - since February, 1981

3. Have you had OTCCC training? Do you train with your staff?
   - train with staff
   - no
   - an OTCCC trainer
   - an OTCCC trainer

4. In what ways has training been helpful to your caregivers?
   - best way to train--it gives you practical knowledge. Even if you are a college graduate you need practical training.
   - helps you to evaluate what you are doing
   - helps to increase your knowledge
   - all the material has been very well received and put to practical use. The big advantage to the program

is that for us is it has been an inhouse staff training thing. It's gotten the people together. Each training session has become an inhouse problem solving kinda thing. The interaction within the group has been invaluable.

- thought our day care was different. Have learned that everyone has the same problems and to take it a little easy. Don't get upset at the children when they do something--it's normal

- (children) don't have to eat all their food--they can at least taste it.

5. Since they began training, is there anything the caregivers are doing differently than they did before?

   - quite a bit of reconstructing of the rooms. The teachers with their aides have done quite a bit of rearranging of the rooms. Since the Behavior and Guidance class this spring, there is a big section in there about rearranging and how it affects children's behavior and everyone enjoyed that very much. I think probably everyone has benefited also from that this is a recognized thing and we have gotten feedback from the mothers who have come into the center and find us in a classroom situation and are pleased that we are doing this. I think it's given them an attitude of importance of their job and this shows.

   - have expanded the planning to a variety of planning

   - seem to understand needs of child

   - explain more and talk more about the children. They are all different

6. Since the caregivers have had training, is there anything you are doing differently than you did before as a director?

   - I don't believe so

   - have expanded the planning

   - have participatory managing; have changed roles--facilator of information

- we are doing the same thing but probably more aware of what we are doing

7. What suggestions would you make for improving the training?

- make sure packets are identical with each other. Some have different page numbers--some of the packets are ones printed earlier. It's confusing when you say turn to page so-n-so and they can't find it.

- some times it's confusing to me as a trainer to have the trainers manual spelled out minute by minute, step by step. I think that I would rather have the material in text form and be able to structure each session myself-which we can do pretty much anyway. That's given to us as a guide with the assurance that if we deviate from it as long as we cover the material that's fine but somehow I always feel obligated to go back through that minute by minute progression to make sure I haven't left something out and it's confusing. Perhaps someone who hasn't done training wouldn't have that problem. I think, for me, I can take off with it better if I structure the session thing myself.

- not really-they seem to have everything

- have an information phone tree to let others know about the training--when and where it is

- should have started (training) earlier

8. Would you suggest further training for your caregivers?

For your entire staff (cook, bus driver, etc.)?

- definitely--I don't know if there is enough training.

- I encourage the other staff to participate

- I'm expecting a good share of them to go all the way through

- I plan to take the second and third courses

- entire staff participates in the training

9. Have you seen any affect on your staff turnover ratio since your caregivers have been training?

   - no--can't say I have
   - no--don't have very much turnover here anyway so I really haven't seen an affect
   - unfortuantely yes. When person becomes quality caregivers they advance. Problem with Oklahoma child care is very low pay and low recognition. Once they get to a point where they are really a quality caregiver they start looking around at other possibilities, for them whether it is continuing college, facilating a day care home, some other options for them. Once they do receive the training they go on to bigger and better things which I think is great.
   - no--I haven't seen any

10. Is there anything else you would like us to know?

   - most innovative way to reach paraprofessionals and I'm really excited about it
   - should have started training earlier
   - everything they teach us is good
   - learn that the child is the most important person. Talk to the parents and maybe something is wrong at home.

LICENSING SERVICE WORKERS

1. How long have you been a licensing service worker?
   - 3 years
   - 8½ years
   - 7½ years

2. Approximately how many centers do you serve in your area?
   - 60 - 70
   - 25
   - 55

3. Approximately how many of these centers have OTCCC training?
   - 30
   - 9
   - 5

4. Have you seen any physical changes within the centers since training began?
   - no
   - indescrible--planning activities
   - more positive guidance
   - individual attention
   - making more interest centers and homemade games
   - arrangement of centers
   - staff interested--let you know what is going on--didn't do this before

5. Have you seen any personal changes in the directors of the centers since training began?

   - no--directors are degreed and doing training
   - more concerned with whom they are going to hire--their qualifications
   - better about daily lesson plans
   - enthusiam is better

6. Have you seen any changes in the caregivers since they began training?

   - have more pride about their job
   - enthusied about planning
   - generally feel more confident, professional
   - great deal--positive attitude about caregiving
   - correct people when they say they are babysitting-explain children learn through play
   - make positive statements about child

7. Is there anything you are doing differently in the centers than you did before the staff received OTCCC training?

   - makes life easier-staff wants to add input
   - center's attitude is improved toward new licensing standards.
   - no
   - bringing more books and records to the center
   - before, I only worked with the directors, since caregivers had training they are no longer afraid of the licensing worker--will ask for help in working up units

- feel much closer to the staff--we talk about children's behavior, etc.

8. What suggestions would you make for improving the training?

- only one who trains--need to get more help
- have to rewrite packet for particular group--have to gear it up or down which takes alot of time-should contain different options
- some packet materials are not appropriate for caregivers (man at a desk thinking about a boat) some should be redone and made more appropriate
- one trainer gets too casual in presenting the material-needs to be more professional

9. Is there anything else you would like for us to know?

- I hand out more material than just packets due to the lack of available materials in my area (western Oklahoma)

VITA

Judy Anne Oberste

Candidate for the Degree of

Master of Science

Thesis: AN EVALUATION OF THE OKLAHOMA TRAINING FOR CHILD CARE CAREERS PROJECT

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Tulsa, Oklahoma, July 26, 1954, the daughter of J. R. and Cecilia Oberste.

Education: Graduated from Bishop Kelley High School, Tulsa, Oklahoma, in May, 1972. Attended Northeastern Oklahoma A & M College, Miami, Oklahoma, 1972-1973; attended Tulsa Junior College, Tulsa, Oklahoma, 1973-1977; received a Bachelor of Science in Home Economics degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Family Relations and Child Development in December, 1979. Completed requirements for the Master of Science degree in December, 1981.

Professional Experience: Graduate Teaching Assistant, Oklahoma State University Child Development Laboratories, Stillwater, Oklahoma, 1980-1981.

Professional Organizations: Omicron Nu, Southern Association on Children Under Six, Oklahoma Association for Childhood Education International, Friends of Day Care.